
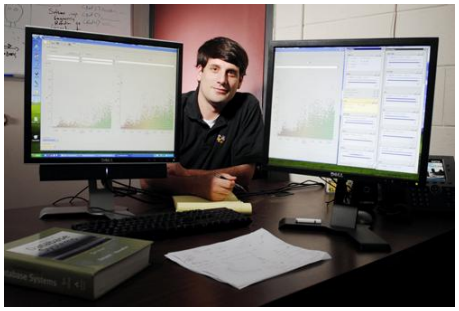


CP36 – Analysis, Modeling and Simulation (AM&S)

Civilian Career Program

Army Civilian Training, Education and Development System (ACTEDS)

August 2012

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SECTION I: INTRODUCTION TO CAREER PROGRAM 36 (CP36)

A. General

1. This CP36 Army Civilian Training and Education Development System (ACTEDS) Plan is a living document that outlines sequential and progressive training for functional specialties, leadership, supervision and managerial development. It also provides general information and guidance on management of the "Analysis, Modeling and Simulation" Career Program including career progression ladders; core, functional, leadership competencies; Master Training Plans; and mobility and continued service requirements.

2. This plan applies to DA civilian personnel occupying analysis, modeling and/or simulation positions in multiple federal occupational series in grades GS-07 through GS-15 and pay band equivalents. This plan also applies to interns/recent graduates in AM&S positions.

B. Purpose

1. ACTEDS is a DA program that provides guidelines to civilian careerists to support their professional growth and career development. The CP36 ACTEDS provides for the systematic training and development of Army CP36 career civilians.

2. The CP36 ACTEDS plan is a competency-based approach to provide technical, professional, managerial, and leadership training to civilian personnel at appropriate times in their careers. A competency is an observable, measurable pattern of knowledge, skills, and abilities, and other characteristics that individuals need in order to successfully perform their work. Career development opportunities are offered to provide individuals an effective mix of formal education and training, on-the-job training, developmental assignments and various self-development opportunities. Additionally, the CP36 ACTEDS provides for the recruitment and development of CP36 interns/recent graduates and provides for the educational and training needs to satisfy organizational requirements.

3. CP 36 is the career program for individuals across the Army who work in the functional areas of analysis, modeling and/or simulation. This CP 36 ACTEDS plan describes the education, training, and professional development opportunities that provide competencies for successful career progression within CP 36 and the Army.

4. Each CP36 careerist is ultimately responsible for his/her own professional development as he/she progresses from entry level to senior positions. This ACTEDS plan provides careerists with a roadmap to help guide and organize their training, career development and professional growth. Supervisors and mentors are responsible for encouraging, guiding, and advising individual careerists in the selection of the most advantageous on-the-job training, formal training courses, rotational/developmental, and self-development programs to assist them in achieving their goals as they progress through their careers.

C. CP36 Vision

Develop Army careerists that possess competencies that are technically grounded in analysis, modeling and/or simulation with an ability to harness and employ new technologies, processes, and techniques to support the full spectrum of Army missions.

D. Objectives of the CP36 ACTEDS Plan

1. Short-term objectives:
   (a) Provide the AM&S careerist with a roadmap of training and developmental opportunities to aid in career development.
   (b) Provide AM&S careerists and their supervisors with a single-source reference to assist in determining appropriate training and development both to enhance on-the-job performance and to prepare the careerist for progressively more responsible positions.
   (c) Assist AM&S management and civilian personnel representatives in allocating resources for civilian training and development by providing guidance as to the relative importance or applicability of individual AM&S courses of instruction.
   (d) Provide guidance to CP36 interns/recent graduates in developing Individual Development Plans (IDPs).

2. Long-term objectives:
   (a) Field and maintain a mature cadre of AM&S careerists across all grades.
   (b) Provide institutional knowledge and continuity for developing, using, managing, and/or integrating analysis, modeling and/or simulation capabilities.
   (c) Ensure that minimum essential managerial and technical training and development are systematically provided to individuals in accordance with the Army Civilian Leader Development Action Plan.

SECTION II: CP36 CAREER PROGRAM OVERVIEW

A. General

1. CP36 is a civilian career program for DA civilians who work with analysis tools, models and/or simulations (M&S) and decision support tools/systems. The program supports civilians who conduct analyses and develop, apply, manage and/or integrate M&S throughout the Army. CP36 provides the Army with improved scientific research, systems engineering, acquisition, costing, analysis, training, operational planning, testing, experimentation, medical, and logistics functions.

2. CP36 is comprised of Army Civilians working in a wide variety of organizations including: Acquisition Program Offices; Research Development and Engineering Centers; Army Labs; Analysis Centers; Test Ranges; Test Centers; Logistics Centers; Medical Research and Training Centers; Headquarters; Training Centers and Ranges. Any position with significant operations research, modeling and/or simulation responsibilities or functions can be included in CP36.

3. The intent of this ACTEDS Plan is to ensure that Army CP36 careerists have ample opportunity for education, training, developmental assignments and overall professional development in order to become highly skilled and technically competent individuals that can make positive contributions to the mission of the Army. This ACTEDS Plan will also help ensure that CP36 managers are competitive with other DoD and Federal Government agencies and the private sector in attracting and retaining highly skilled and technically competent individuals.

B. Management Overview

1. The Functional Chief (FC) is a senior Army leader designated to lead career management responsibilities for assigned career programs in accordance with AR 690-950. The Deputy Chief of Staff of the Army, G8 serves as the CP36 FC. FC responsibilities include identifying strategic workforce issues that need to be addressed in the life-cycle management of civilians in CP36.

2. The Chief, Simulation Proponent and School serves as the Functional Chief Representative (FCR) for CP 36. The FC and FCR are responsible for the enterprise view of the CP 36. They identify strategic issues that need to be addressed in life-cycle management of the workforce and they advocate for program and funding support, ensuring the vitality and advancement of this community.

3. CP36 Activity Career Program Managers (ACPMs) serve in key CP36 positions within an Army Command (ACOM), Army Service Component Command (ASCC), Direct Reporting Unit (DRU) or Field Operating Activity (FOA). Designated by their commands to

support CP 36, these leaders are responsible for reviewing ACTEDS training requests, maintaining effective lines of communication, and mentoring careerists.

4. Figure II-1 below shows the basic construct of the management process. Requirements for both interns/recent graduates and Competitive Professional Development (CPD) come from the ACOMs/ASCCs, and DRUs. Based on requirements from the field, funding to support the CP36 intern program comes through the CP36 FC from the Assistant Secretary of the Army (Manpower & Reserve Affairs) G-1 and funding to support CPD comes through the CP36 FC from the Deputy Chief of Staff of the Army G-3.

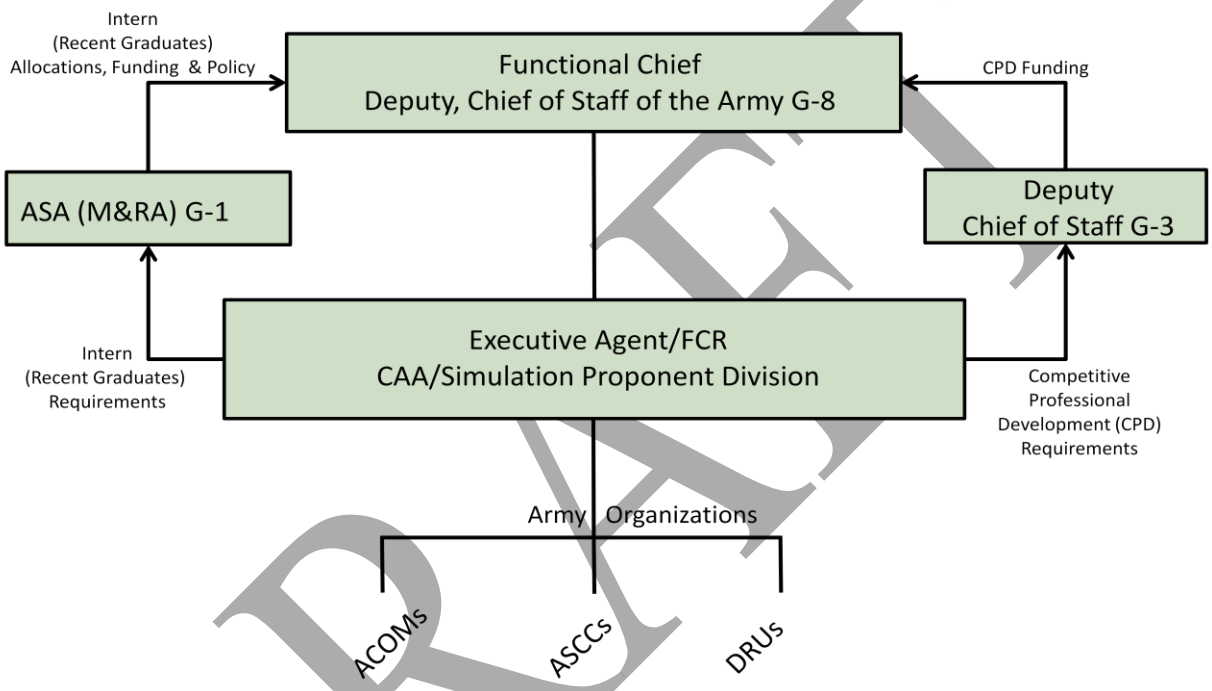

Figure II-1: CP36 Management Overview

C. CP36 Occupational Series

1. CP36 is one of many career programs that is comprised of multiple occupational series. Occupational series that have positions assigned to CP36 are identified in Figure II-2 below. With the role of AM&S taking on greater importance in the Army, it is expected that more occupational series will be included over time.

301	Miscellaneous Administration & Program
340	Program Management
343	Management and program Analysis
344	Management Clerical and Assistance
346	Logistics Management
391	Telecommunications
801	General Engineering
802	Engineering Technician
830	Mechanical Engineering
850	Electrical Engineering
854	Computer Engineering
855	Electronics Engineering
861	Aerospace Engineering
1082	Writing and Editing
1501	General Mathematics
1515	Operations Research Analyst[1]
1520	Mathematics
1550	Computer Scientist
1701	General Education and Training
1702	Education and Training Technician
1712	Training Instruction
1750	Instructional Systems
2210	Transportation Industry Analysis

Figure II-2: Occupational Series in CP36

2. CP36 designation can be assigned to positions based on a comparison of competencies, duties and assigned responsibilities in careerist's position descriptions to the CP36 competencies, duties and responsibilities. When the preponderance of duties are representative of those described in paragraph 3 below, the position description should be coded CP36 and reflected in the Defense Civilian Personnel Data System (DCPDS). When questions arise regarding appropriate Career Program designation; managers, supervisors, or careerists should contact the CP36 Proponent Office staff for guidance. The servicing Civilian Personnel Advisory Center (CPAC) Human Resources advisor can also assist in coding career program designators as required.

3. CP36 duties and responsibilities that can justify recoding to CP36 can include but are not limited to:

(a) Plan, conduct and/or lead Analysis of Alternatives
(b) Conduct cost estimations for programs of record
(c) Plan, conduct and provide cost benefit analyses
(d) Plan and manage process improvements

[1] CP36 does not include ORSAs that are comptrollers, which fall under CP11 or ORSAs that are in the Intelligence Community.

(e) Provide optimization recommendations
(f) Prove results of human factors analyses
(g) Conduct system and system-of-system analyses
(h) Conduct statistical analyses
(i) Conduct data analyses
(j) Apply the disciplines of decision theory
(k) Utilize decision support systems
(l) Conduct quality assurance
(m) Plan and conduct test optimizations
(n) Plan and conduct reliability analyses
(o) Plan and conduct logistics analyses
(p) Analyze manpower requirements
(q) Apply knowledge management
(r) Create, apply, integrate, and/or modify models, simulations and/or decision support tools.
(s) Analyze, evaluate, instruct, train, or experiment with M&S and/or decision support tools.
(t) Manage, develop, supervise and execute M&S and modeling & simulation programs
(u) Determine requirements for the application of M&S.
(v) Provide expert technical advice on M&S

- capabilities
- application
- prototypes
- data management
- verification, validation and accreditation (VV&A)
- Training Aids, Devices, Simulators and Simulations (TADSS)
- Architectures: Distributive Interactive Simulation (DIS), High Level Architecture (HLA), and Test and Training Enabling Architecture (*TENA*)

(w) Apply and/or develop M&S to include tools used in: offices; analysis-of-alternatives; systems analysis; engineering (design, systems, computer, electronic, electrical, mechanical and aerospace); systems-of-systems engineering and analysis; physics-of-failure modeling; the acquisition life-cycle; cost analysis; scientific research; competency and combat training; information technology (computer programming and system administration, network support, coordination of technical requirements, validation); operations research systems analysis (ORSA); medical research and training; developmental and operational test and evaluation; collaborative environments; reliability, availability and maintainability (RAM); Command, Control Communications and Computers (C4) networking.
(x) Integrate Army Battle Command Systems (ABCS), TADSS, and Knowledge Management tools into live, virtual, and constructive simulations and game-supported training environments.
(y) Apply the rigor of scientific inquiry and operations research and analysis.
(z) Integrate, incorporate, and facilitate Battle Command Knowledge Management people, processes, and technology across all levels of the Army.

(aa) Apply ORSA and M&S to the soft sciences to include social science, economics, political science, international relations, human factors, and irregular warfare.
(bb) Ensure credibility of Army M&S by adhering to and applying sound verification, validation and accreditation (VV&A) practices.
(cc) Design, develop, construct and apply live, virtual and constructive (LVC) simulations, Hardware-in-the-Loop (HWIL), and/or digital simulations in the application of experimentation, analysis, training, exercises, operations; acquisition; logistics; testing, wargaming and/or research environments.
(dd) Develop, execute, integrate, and manage M&S, terrain databases; synthetic natural environments (SNEs); collaborative environments, and computer generated forces in the application of experimentation; analysis; training; exercises; operations; acquisition; logistics; testing; and/or research environments.
(ee) Develop, review, and update modeling and simulation standards, policy, guidance and directives.
(ff) Apply doctrinal and operational knowledge during simulation exercise execution.
(gg) Plan and execute M&S to drive exercises.
(hh) Apply real-world data in M&S for computer generated forces, mathematical modeling, physical modeling, scientific research, and statistical analysis.
(ii) Provide technical test support, execution, evaluation, management, and interface with acquisition program managers, training audiences, and other user communities
(jj) Conceptualize, develop, implement, integrate and/or evaluate techniques for software modeling, simulation and wargaming.
(kk) Utilize physical, mathematical or logical representations of a system, entity, phenomenon, or process.
(ll) Apply models, emulators, prototypes, simulators, and stimulators, to develop data as a basis for making managerial or technical decisions.

D. CP36 Competencies

1. Competencies are intended to identify behavior, knowledge, skills and abilities that directly and positively impact the success of employees and organizations. Competencies can be objectively measured, enhanced, and improved upon through mentoring, coaching, hands-on experience and taking advantage of learning opportunities available through CP36. Competencies are classified into three categories:

(a) Core Competencies are those technical areas of knowledge, skill, abilities and other characteristics (non-technical e.g., interpersonal skills) across all specialties that are required by the majority of the positions in an occupational series or career program for the successful execution of critical tasks associated with the duties and responsibilities of positions. These competencies are applicable to all CP36 careerists.
(b) Leadership Competencies are those that provide knowledge, skills and abilities that enable the leader to be innovative, adaptive and able to lead successfully in uncertain and complex operating environments. These competencies are applicable to all CP36 careerists.
(c) Functional Competencies are specific knowledge and skills necessary to perform one's tasks at a high level of accomplishment, in addition to understanding any legal

requirements related to one's field of expertise, and the institutional savvy necessary to attain objectives. The Functional Competencies are further divided into two subsets:

(1) Functional Competencies for Operations Research Systems Analysts
(2) Functional Competencies for Modeling and Simulation Professionals

2. CP36 Careerists do not necessarily need to be proficient in all the listed competencies but careerists, working with their supervisors, should make the effort to become proficient in those competencies that are identified as relevant to your specific job, grade and your command's mission. Careerists should consider incorporating applicable competencies into their Individual Development Plans. All the competencies associated with CP36 can be found in Annex C. On the CP36 Home Page http://www.ms.army.mil/sp-div/index.html careerists have access to a database that can help identify education and training opportunities to become proficient in the CP36 functional competencies for operations research and modeling and simulation.

E. Affirmative Action

Training and development opportunities for careerists covered by this plan will be provided without regard to political preference, race, color, religion, national origin, sex, marital status, disability, age, or sexual orientation.

F. Mobility

1. Job Mobility: Although CP36 careerists may be able to achieve their career goals within a single job or specialized area, multi-dimensional and multi-disciplined experience through other job experiences can be an important factor in individual professional development. CP36 supports job mobility, particularly for those personnel aspiring to progress to managerial and executive positions.

2. Geographic Mobility: Willingness to accept positions in other locations that may require a change in duty station is sometimes offered to careerists. Geographic mobility is often required to obtain the diverse experience required of GS-15 or Senior Executive Service level positions. Careerists are encouraged to exercise their mobility opportunities, so that competencies can be developed at a variety of organizational levels consistent with the individual's career goals and the needs of the Army.

3. Rotational/Developmental Assignments: Training and experience gained through rotational/developmental assignments is a proven method for expanding career opportunities. Such training exceeding 120 days typically requires completion of a "Continued Service Agreement". The obligated service period in the Department of the Army may not be less than three (3) times the period of the training.

SECTION III: CP36 CAREER TRAINING, EDUCATION & DEVELOPMENT

A. Planning and Professional Development

1. This ACTEDS Plan serves as a tool for planning and professional growth. Analysis, Modeling and Simulation (AM&S) careerists have the primary responsibility for career planning and personal development. Careerists are expected to periodically conduct self-assessments of their performance and qualifications and to aggressively pursue activities to enhance their self-development. They should expect career assistance and counseling from supervisors, mentors and other program officials.

2. CP36 Supervisors are responsible for coaching, counseling, and mentoring their careerist on career development. This counseling includes assisting employees in establishing realistic career goals, assessing employees' shortfalls in competencies, training and experience, and identifying training and development. The supervisor will provide advice on individual career development and work with employees to guide and recommend selection of on-the-job training, formal training, and self-developmental programs. Supervisors should use DA Pam 690-43.

3. Careerists in Career Program 36 must assume primary responsibility for career planning and personal development and be actively involved to achieve results. Paramount to success is the establishment of individual career goals, ascertaining what training and development is needed to achieve those goals, and actively seek out and pursue training and development as required. In addition, individuals are strongly encouraged to obtain as much education (bachelor's/master's degrees) during their off-duty time as possible. This can be very beneficial to overall job performance.

B. Career Development

Formal Education, Training, Professional Development, and Experience are four components of development and are critical to the career growth of CP 36 careerists.

1. Formal Education is usually the long-term education achieved through an accredited institution of higher learning that is recognized with a degree. The central role of formal education is to provide intellectual tools and habits for effective training, competent job performance, and professional growth. It includes more than the accretion of knowledge, the ability to think, and the development of inquisitiveness; it also marks the growth of an empowered and entrepreneurial professional. Formal education is the foundation that effective training can build upon.

2. Training is typically short-term and focuses on an immediate objective area that complements formal education. Training's emphasis is on practical application: what-to-do and how-to-do it. Training focuses on acquiring limited, job-related skills to meet individual and organizational goals. Sources of training include classroom, distance learning, or computer-

based courses delivered by governmental, contractual and other private-sector sources. See the "ACTEDS Training Catalog" located at http://cpol.army.mil/library/train/catalog/ for a current CP36 listing. Also, on the CP36 Home Page http://www.ms.army.mil/sp-div/index.html careerists have access to a database that can help identify education and training opportunities. This web site provides a repository of Analysis, Modeling and Simulation courses that are linked to competencies and assists users of in finding available training and education.

3. Professional Development is possible through several different programs centrally funded under CP36. Developmental assignments allow careerists to gain on-the-job experience for up to a year or more in positions separate from their own permanent jobs. Army-wide programs include the Civilian Education System (CES) at the Army Management Staff College (AMSC), the Army Congressional Fellowship Program, the Defense Senior Leader Development Program (DSLDP), and programs at Senior Service Colleges (SSC). Executive leadership programs include the CES Advanced Course and Continuing Education for Senior Leaders (CESL), Federal Executive Institute (FEI) courses, and Johns Hopkins/Syracuse University programs.

4. Experience: Experience is what the individual gains when applying education and training to specific situations to accomplish organizational missions. It validates training and enhances knowledge acquired and is indispensable to career growth. Throughout career progression, experience, which reinforces training and professional development and revalidates education, becomes more important to competency and career growth. Performance-enhancing job experiences are available through job exchange and interchange programs between the Army and the private sector (e.g., Training-With-Industry), between the Army and other federal government departments (e.g., Intergovernmental Personnel Act opportunities), between the Army and other DoD components, and within the Army at various levels of command. Army performance-enhancing job experiences can last for 30-90 days or longer, can be multi-functional and organizational in approach, and can have objectives jointly developed by careerists and supervisors. Similarly, under the Pathways Program, CP36 Interns/Recent Graduates are encouraged to participate in 45 to 90 day rotational assignments, to learn about and experience on-the-job training in analysis, modeling and simulation.

C. Career Progression and Career Ladder

1. CP36 recognizes the following five career progression levels:
   (a) Entry/Intern (Recent Graduate) level: This level includes entry-level positions GS-7 through GS-9.
   (b) Specialist level: This level includes mid-level full performance positions at grades GS-9 through GS-12. This is also recognized as the Journeyman-level.
   (c) Intermediate level: This level includes specialist positions at grades GS-12 and GS-13.
   (d) Management level: This level includes positions, usually GS-13 through GS-15, that have substantial technical or managerial responsibilities. This is also recognized as the Supervisor-level.
   (e) Executive level: This level includes SES positions.

2. There is no rigidly defined career progression by which an individual progresses from an Intern/Recent Graduate, through the Specialist and Intermediate levels and on to Managerial or Executive level positions. Individual progression primarily depends on demonstrated performance, potential, and both functional and geographical mobility. Advancement occurs either through increasingly competent managerial ability or through demonstrated technical ability and significant technical accomplishments. Additional factors may include availability of formal training programs and supervisory willingness to select and train careerists in developmental assignments.

3. The model shown in Figure III-1 below is a representative CP36 Career Development Ladder. It integrates pay grade or pay grade equivalent (PBE), training and position assignments recommended at various career points in the life cycle of a career. These courses and job positions are general patterns for career progression and are provided for illustration purposes and are not all inclusive. The intent of CP36 is to expose all careerists to ample formal education, training, professional development and performance enhancing job experiences, so that all careerists can grow professionally throughout their careers. More details on career development opportunities are located in the Master Training Plans at Annex A. Career maps specific to each CP36 job series identified in Figure II-2 may be accessed online through Army Career Tracker at: https://actnow.army.mil/login/login.fcc

Section III: CP36 Career Training, Education & Development

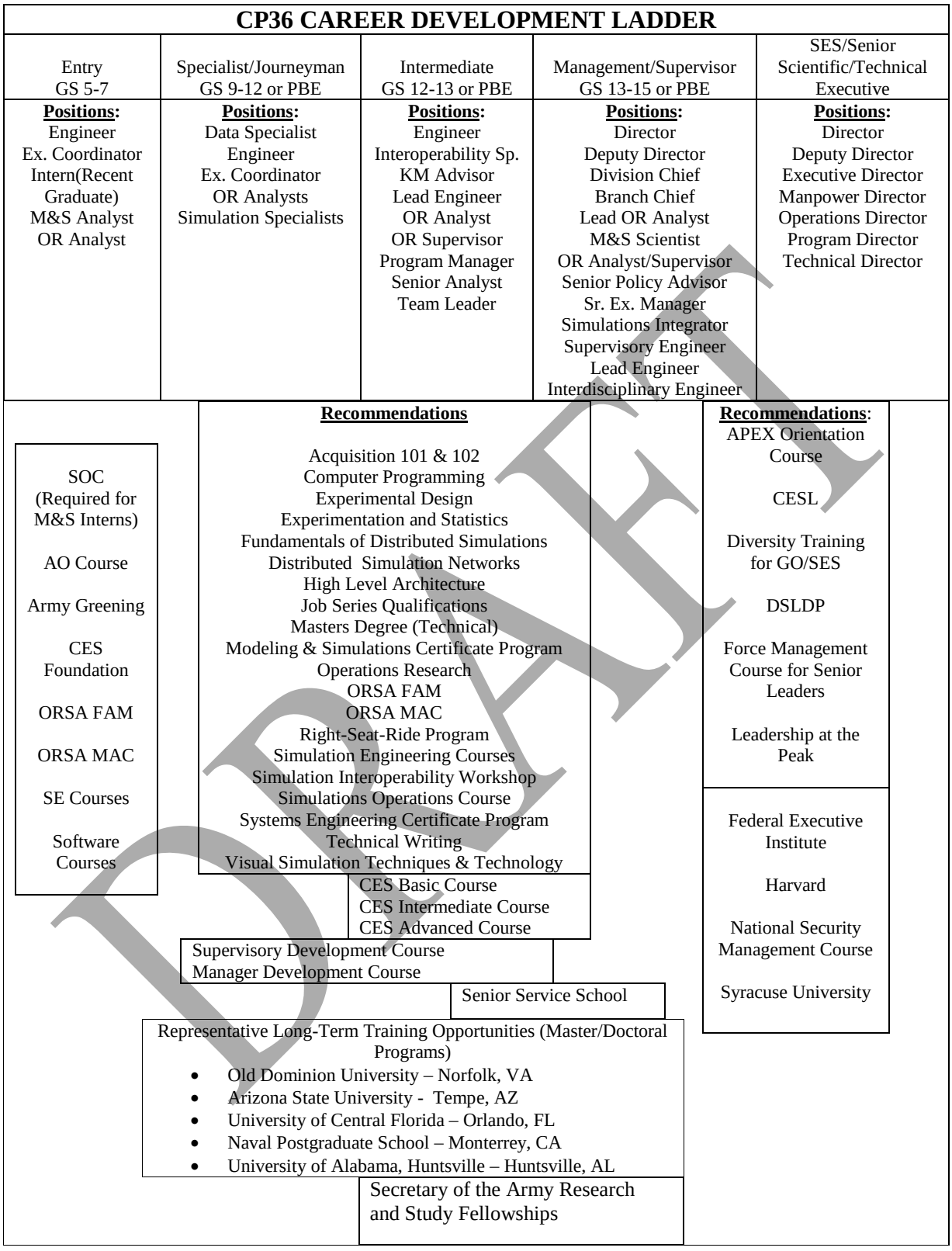

Figure III-1: CP36 Career Developmental Ladder

E. Development Categories

ACTEDS is divided into two categories: Universal Training Requirement and Competitive Professional Development:

1. **Universal Training** requirements provide standardized knowledge, skills, and abilities (KSAs) across the occupational area to all individuals who have similar duties and responsibilities.

2. **Competitive Professional Development (CPD) Training** is training for which CP36 careerists must apply and for which they are competitively selected. The mode of training is usually formal classroom training and may be either short- or long-term. Usually, this training is designed to develop these individuals for positions of greater responsibility. Competitive professional development generally consists of a combination of training in Army-sponsored programs and a series of developmental assignments.

(a) Competitive professional development can be achieved through established Army programs such as Senior Service Colleges, the Defense Senior Leader Development Program (DSLDP), Army Research and Study Fellowship, Training with Industry programs, and the Army Management Staff College. For graduate and post-graduate education, the CP36 will identify programs, such as long-term training at colleges and universities. Details, application procedures, and application forms can be found in the Catalog of Army Civilian Training, Education and Professional Leader Development Opportunities, which is published on the Internet at https://cpolrhp.cpol.army.mil/eur/training/aclt.htm.

(b) Developmental assignments at HQDA, or HQ ACOM/ASCC/DRU are usually for one year. They provide unique opportunities for candidates to broaden and deepen their leadership and management skills. The CP36 Career Program Office announces long-term training opportunities through emails and the CP 36 webpage http://www.ms.army.mil/sp-div/index.html, and through the ACPMs. Application procedures are contained in each announcement. Developmental assignments to strengthen technical expertise may for example include research positions in academia, training with industry, and work at other federal or national laboratories, other Research, Development, and Engineering Centers (RDECs), and other sections of the same ACOM. Reciprocity of assignment of an individual from the other organizations is not required but is clearly desired and is normally beneficial to both organizations. These individuals are ambassadors from the Army and should be carefully selected and briefed before their assignment. Participants may also incur a continued service obligation based on the type and duration of the assignment.

(c) Opportunities for competitive professional development are limited and must be broadly publicized and supported at ACOM/ASCC/DRU, and activity levels so that all eligible personnel are aware of the opportunities and are given a chance to apply. ACPMs and supervisors must assure that nomination procedures include all eligible

personnel with particular attention being given to minorities, women, and those who may be disabled.

(d) Suspense dates are established annually to ensure nominations are received in the OASA (M&RA) Functional Chief Representative's office NLT than the nomination suspense date stated on the announcement. Announcements, suspense dates, and forms can be found in The ACTEDS Training Catalog.

F. Operational Training for CP36 Careerists

1. "Greening" is an operational training opportunity open to civilians working for the Army. Greening refers to the process of familiarizing civilians with the operations and workings of the Army in a field environment. There are options listed below by which this familiarization can take place.

(a) Scientists and Engineers Field Experience with Soldiers (SEFEWS) Program
(b) National Training Center's Right Seat Ride
(c) The U.S. Army Soldier and Biological Chemical Command's (SBCCOM) Greening Program Airborne Operations

2. The Army Modeling and Simulation School located at Fort Belvoir, VA is operated by the Simulation Proponent and School which offers the following modeling and simulation training opportunities for both uniformed FA-57s and CP36 careerists.

(a) M&S Basic Course
(b) Simulation Professional Course
(c) Army Battle Command and Knowledge Management Synchronizing Course
(d) Advanced Simulation Course
(e) Battle Command Officer Integration Course
(f) Simulation Operations Course
(g) Simulation S7 Course

3. The Army Learning Management System (ALMS) is a web-based information system that delivers training to soldiers, manages training information, provides training collaboration, scheduling, and career planning capabilities. Examples of relevant operational training include the following:

(a) Command Post of the Future (CPOF) Battle Staff Web-Based Sustainment Training
(b) CPOF Commander's Web-Based Sustainment Training

4. Additionally, CP36 civilians have the opportunity to deploy to current operations throughout the world.

G. Master Training Plan

1. The Master Training Plan (MTP) for Analysis, Modeling and Simulation careerists is discussed in detail in Annex A. The Master Training Plan consists of a Common Program containing the Civilian Education System, and Common Core Training for CP36 careerists. The Common Program lists those training, education, and developmental assignments used by all CP36 careerists to acquire core competencies.

2. The MTP is a comprehensive plan that delineates core training needs and training courses, starting with entry-level CP36 careerists. It provides a logical career development plan for personnel at all levels from entry into the Career Program through SES. Personnel who enter as interns/recent graduates will first follow the Master Intern Training Plan (MITP) in Annex B. After graduating from the Intern/Recent Graduate program, personnel will then use the appropriate MTP, starting at the Journeyman level.

3. The training, education, and developmental assignments described on this plan are not intended to be all-inclusive; rather, the plan shows the range of courses that should be considered by personnel for career development planning. Training opportunities listed in the MTP serve as a reference for personnel when preparing their Individual Development Plans (IDPs). Employees are encouraged to identify and participate in the training that is necessary to fulfill mission requirements and to enhance their career progression. Their supervisors and the ACOM/ASCC/DRU may also suggest or recommend substitute courses to meet the requirements of the mission and the developmental needs of the workforce.

H. Self-Development Activities

1. In addition to training outlined in the MTP, CP36 careerists at all levels are encouraged to undertake individual self-developmental activities. Some recommended self-development components are:

(a) Correspondence courses
(b) Technical papers
(c) Participation in professional societies
(d) Presentations
(e) Opportunities for study at nearby colleges or universities
(f) Seminars, workshops, teleconferences, videos, and meetings sponsored by professional organizations

2. Personnel should seek to increase their awareness and depth of knowledge in their specific and other related disciplines, including key defense sciences and technologies, public affairs, public administration, domestic and foreign policies, and professional reading programs.

I. Mentoring

1. Mentoring is an essential component of career development. Mentoring facilitates partnerships between experienced careerists and less experienced individuals by sharing insights and experiences that lead to enhanced career development and growth.

2. Mentoring takes many forms, but for the purposes of this ACTEDS Plan, the focus is on the professional and career development of the less experienced CP36 careerist. Formal mentor-associate relationships are encouraged because of the favorable impact a mentor can have on the career development and professional growth of a protégé.

3. DA Pamphlet 690-46, Mentoring for Civilian Members of the Force, is a comprehensive resource and is recommended reading for mentors and associates. Periodic review of DA Pamphlet 690-46 will enable CP36 mentors and their associates or protégées to gain the greatest benefit from these relationships. More detailed information can be found in Annex F of this document. The following link is also an excellent recourse for mentoring: http://www.armyg1.army.mil/hr/mentorship/default.asp

4. Mentors serve as unbiased confidents and advisors with whom personnel may discuss work-related and other concerns that effect their job performance and/or career development. Mentors listen; offer information, contacts, support, and encouragement; share their experience and knowledge; assist personnel in assimilating into the culture and values of the Army; and regularly provide career and relationship evaluations to the personnel. Mentors serve as role models (professional attitudes, values and ethics) and as technical and/or academic advisors to the personnel.

5. CP36 careerists must demonstrate dedication to quality, integrity, tenacity, and the ability to apply practical and technical learning. The careerists must observe, listen, and act upon given advice to master the competencies required for current success and for future positions of greater responsibilities. Figure IV-3 below is a snapshot of mentoring relationships. Annex F provides additional guidance on Mentoring, Coaching and the Analysis, Modeling and Simulation Mentoring Program.

Participants	Roles	Responsibilities	Major Benefits	Possible Difficulties
Mentor	Trusted counselor Coach Technical advisor Role Model Sponsor	Create and further trust and respect Maintain confidentiality Support supervision Share knowledge and experiences Be available Provide insight, feedback, perspective	Achieve personal satisfaction Receive new ideas and information Receive respect from organization Develop networks and allies Enhance skills Develop potential successors	Increased time and energy demands Risks - if protégé does not perform; if protégé or mentor violates trust Potential for conflict with supervisor
Protégé/Associate	Apprentice Competent professional Learner Assistant	Create and further trust and respect Maintain confidentiality Demonstrate professional competence Maintain balance - supervisor and mentor Be receptive/proactive	Learn organization culture Develop technical and professional skills Receive guidance in career decisions Increase visibility Develop networks and sponsors	Increased time and energy demands Risks - mentor may not succeed; protégé may become dependent Supervisor/peers may feel alienated
Organization	Supporter Enabler Facilitator	Allow time for meetings Provide awareness and skills training Reward/recognize mentors Create opportunities	Improve socialization and integration Create greater commitment Increase communication Increase morale Improve retention of valued employees Increase overall productivity	Takes time and energy away from other tasks May increase personnel needs May create unrealistic expectations Time/funds for training

Figure III-2: Mentoring Relationships

J. Training Requests

Personnel are advised to maintain a well-developed Individual Development Plan (IDP) that anticipates training needs at least one year in advance. In almost all cases, job related absence for training and associated costs (to accommodate or support training) require planning at least several months in advance to gain a classroom quota and approval. Thus, requests for training must be initiated by the CP36 careerists and approved at the local level in accordance with the timing and procedures established at each command/activity. The CP36 Program Office will also send quarterly calls for any required training. Once required training has been identified and approved, careerists must formally request training through the CP36 Proponent Office by using the Resource Allocation Selection System (RASS) which requires electronic submission of the online Standard Form 182 "Authorization, Agreement, and Certification of Training". Detailed information on the use of RASS can be found at http://cpol.army.mil/library/train/rass/

K. Career Evaluation

Personnel should take the initiative in establishing their personal career goals. Supervisors, career program managers, mentors, and careerists should assist in determining how best to achieve the established goals. A detailed assessment of individual strengths and areas for improvement is the initial step in developing a training and professional development plan. Tools to assist both the individual and his/her supervisor in such an assessment include the following:

1. The competencies included within the CP 36 Army Civilian Training, Education and Development System (ACTEDS) Plan can be used to develop performance elements. Employees below the grade levels covered by ACTEDS and those who are not participating in an evaluation system may use the competency listings to accomplish their own evaluations.

2. The Total Army Performance Evaluation System (TAPES) is the system used to evaluate civilian employee performance. Demonstrated successful performance is an important evaluation criterion.

3. Supervisors are essential to successful career management and planning. Their evaluation input, as well as their concurrent discussions with their people, provide the most immediate and important source of feedback on performance and functional qualifications. In addition, supervisors are in the best position to assist their personnel in evaluating training and development opportunities, establishing realistic career progression goals, and advising personnel on how best to achieve those goals. Annex D of this document contains more specific information on career planning.

4. Army Career Tracker (ACT) is a new online tool that integrates training, education, and experiential learning into one personalized and easy-to-use interface to assist careerists in effectively taking ownership of their own careers. ACT allows the individual careerists to track required and accomplished training and the ability for supervisors to monitor careerist's progress. ACT is accessible at: https://actnow.army.mil/login/login.fcc

SECTION IV: INTERN/RECENT GRADUATE PATHWAYS TRAINING PROGRAM

A. General

1. The CP 36 Intern/Recent Graduate Pathways Program is competitive and centrally managed and funded. Selection of DA interns/recent graduates is based on their education and potential. During training, interns are assigned to the DA ACTEDS Student Detachment Table of Distribution and Allowances (TDA). While assigned to the Student Detachment TDA, ACTEDS interns/recent graduates are protected from any personnel reduction actions (such as reduction in force) at their host commands.

2. Salaries and entitlements are centrally funded either for two years or until the intern/recent graduate reaches the target grade, whichever occurs first. Training costs that exceed available central funding may be augmented by their host command. After two years of central funding, the intern/recent graduate is assigned to the local TDA (either at the ACOM/ASCC/DRU or Activity level) where both salary and costs for any additional training necessary to reach the target grade are assumed by the local command.

B. Intern/Recent Graduate Pathways Training Program Purpose

1. The CP 36 Intern/Recent Graduate Pathways Training Program provides a full range of education, training, and developmental opportunities to develop the competencies needed by Interns/Recent Graduates to participate effectively in the workforce and to serve as a strong foundation for future professional growth and advancement.

2. The Pathways Program instills the following:

(a) **Knowledge of the job**: The Intern/Recent Graduate should learn what competencies are necessary to perform the job, what job output is expected, and how the intern's effort contributes to the overall mission.

(b) **Knowledge of the local command**: The Intern/Recent Graduate should know the mission of the local command and how the local command fulfills its mission. Through on-the-job training (OJT), details, and shadow assignments, the Intern/Recent Graduate will become aware of the variety of positions available locally and the competencies required to qualify for these positions.

(c) **Knowledge of the Army**: The Intern/Recent Graduate should have a thorough understanding of Army structure, command, planning, budgeting, and management. Additionally, interns should know how requirements for technology under development by their commands are established and utilized by the Army.

(d) **Knowledge of Acquisition**: When the intern's career plan includes becoming a member of the Army Acquisition Workforce, (i.e., the intern's target position is an acquisition position), the Intern/Recent Graduate must complete all of the acquisition courses required for Level 2 certification in the intern's Acquisition Career Field before graduation.

3. Established by Executive Order 13562, the Pathways Programs replaced the Department of the Army Internship program effective July 10th, 2012. The Pathways Program consists of the Internship Program, the Recent Graduates Program and the Presidential Management Fellows Program for students and recent graduates. Below is a brief description of the three discrete excepted service internship programs for students and recent graduates under Pathways:

(a) The **Internship Program** is for current students to provide high school, undergraduate, graduate, and professional students, opportunities to be exposed to government work through federal internships.

(b) The **Recent Graduates Program** is a new program that will provide developmental opportunities in federal jobs for individuals who have recently graduated from qualifying educational institutions or programs.

(c) The **Presidential Management Fellows (PMF) Program** has been the federal government's premier leadership development program for graduate and professional degree candidates for over three decades.

C. Intern/Recent Graduate Progression

1. Intern/Recent Graduate progression is achieved through noncompetitive promotion when training and time-in-grade requirements are met. The length of training is 24 months, according to the entry qualifications, the grade of each Intern/Recent Graduate when starting the program, and progression during the program. The length of training for the Intern/Recent Graduate and final job placement is determined by the employing organization.

2. Funding for centrally managed Interns/Recent Graduates is limited to 24-months or when the Intern/Recent Graduate is placed into a permanent billet. The target grade for Interns/Recent Graduates is GS-11. When the intern's program exceeds 24-months, the Intern/Recent Graduate must be moved to the organization's (either ACOM/ASCC/DRU or local) TDA. The intern's organization is then responsible for funding any additional salary, training, or expenses.

D. Intern/Recent Graduate Mobility

An employment and mobility agreement is required as a condition of employment for all centrally funded Interns/Recent Graduates (AR 690-950, paragraph 3-24). Mobility allows management to place graduating Interns/Recent Graduates in available permanent target positions DA wide. Local interns may also be required to complete employment and mobility agreements. Most Interns/Recent Graduates will be able to achieve their career goals in their respective geographic areas; however, a geographic move may be necessary to obtain developmental experience and for permanent placement of the intern upon graduation. Interns/Recent Graduates need to be mobile so that skills can be developed at a variety of organizational levels consistent with career goals and the needs of the Army.

E. Intern/Recent Graduate Evaluation

1. All Interns/Recent Graduates will be evaluated according to AR 690-400, Chapter 4302, Total Army Performance Evaluation System (TAPES). Special evaluations will be prepared to keep track of performance if the Intern/Recent Graduate rotates from one supervisor to another. Using the MITP, the IDP, and input from the Intern/Recent Graduate, raters will establish critical objectives to document the training to be accomplished.

2. Requirements will be developed for the semiannual and annual rating period. Reviews by the supervisor determine the intern's performance, potential for advancement, future assignments, and training needs. All raters who will be training the Intern/Recent Graduate during the rating period should participate in developing the objectives. The ACPM is the senior rater.

F. Intern/Recent Graduate Training Phases

1. Intern/Recent Graduate training requirements are categorized by and associated with the intern's career development phases. To the maximum extent possible, Interns/Recent Graduates and supervisors should establish learning objectives and plan attendance at the appropriate training during each phase. The focus of this effort is to be sure that there are no obvious gaps in training as the s progresses through different career development phases.

2. Phase I. Orientation: This phase (the initial 6-9 months) is designed to give the CP36 Intern/Recent Graduate a general orientation to federal employment, the Army, and the intern's organization. Based on individual needs, this phase may include training in general skills such as writing, briefing techniques, and automation applications. The training in this phase should also focus on developing basic leadership skills and introducing specialty, technical, and job-related formal training in the full range of functional skills. The mandatory CES Foundation Course is generally taken during this phase. In addition, the acquisition courses required for Level 1 certification should be completed and, if applicable, Level 1 certification awarded.

3. Phase II. Training on the Job: On-the-job training (OJT) is an important supplement to formal functional and acquisition training. OJT offers multiple benefits: It prepares Interns/Recent Graduates for the challenges they will face, while allowing others to assess the intern's ability to do the job. OJT, rotational assignments, and formal technical training should be provided during this phase. The Intern/Recent Graduate should be allowed to apply skills learned. OJT should directly relate to the intern's projected position as a journeyman. The intensity of the training will depend on the intern's background and how close this background meets job requirements. When on the job, the Intern/Recent Graduate receives written and oral instructions on the nature and priority of work to be done. The intern's work will be reviewed and the supervisor will have frequent discussions with the Intern/Recent Graduate regarding work completed and work still in progress. Progress is evaluated to assess capabilities, comprehension of subject matter, and initiative.

4. Phase III. Advanced Specialty Training: This phase is designed to provide interns with advanced skill development in their specialty through intensive OJT and functional area training in preparation for graduation to the journeyman level. Counseling by the mentor and supervisor should now focus on job placement and performance. Advanced academic training should be completed or nearing completion.

G. Equivalency Credit for Mandatory Functional Training

If courses from alternative training sources (such as colleges or universities) are considered by the Intern/Recent Graduate and his or her supervisor, as equivalent to CP36 careerist mandatory functional training, a request for equivalency credit (using the form: Request for Equivalency Credit for Mandatory Functional Training) may be prepared and forwarded to the CP36 Proponent Office for evaluation. Relevant documents (the basis for the request) must be forwarded to the following address:

U.S. Army Simulation Proponent and School
Attn: CSCA-SP
5801 Hurley Road,
Fort Belvoir, VA 22060

H. Intern/Recent Graduate Individual Development Plan (IDP)

1. An IDP will be prepared within 30-days of an intern's appointment as a federal employee. See AR 690-950, Paragraph 3-17.

2. The IDP is used to facilitate career progress, record keeping and career planning discussions among Interns/Recent Graduates, their mentors, and supervisors to foster the early development of Interns/Recent Graduates into fully productive members of the Army.

3. It encourages a deliberate thought process requiring the development of both short- and long-term career goals; identification of training and developmental assignments and opportunities; and periodic reevaluation of progress.

4. The intern's supervisor will complete DA Form 5469-R, (Cover Sheet for Career Intern Development Plan) and attach it to the IDP. The ACPM and the local civilian personnel training office must approve the IDP, which may be used in conjunction with TAPES. As each portion of the intern's formal training or OJT is completed, the appropriate supervisor will complete the documentation section of the IDP.

I. Intern/Recent Graduate Recruitment Options

1. Central Recruitment for HQDA Interns/Recent Graduates: The North Central Civilian Personnel Operations Center (NC CPOC) in Rock Island, Illinois is the total service provider for centrally recruiting HQDA Interns/Recent Graduates, to include advertising vacancies, rating

applications, and issuing referral lists to selecting officials. Referral lists of candidates who are qualified for CP36 HQDA Intern/Recent Graduate positions are forwarded from the North Central CPOC to the AM&S FCR for selection.

2. Pathways Intern Program: Many commands that employ CP36 personnel participate in the Pathways Intern Program designed for students pursuing graduate, bachelor, and associate degrees in science, engineering, and technology as well as students who are pursuing high school diplomas. Students enrolled in the program are appointed to term positions. Graduates from these programs can qualify for permanent entry-level and Recent Graduate positions.

3. Eligibility and Benefits: To be eligible for the Pathways Intern Program, the student must be a citizen of the United States, enrolled in a college/university or high school, and maintain good academic standing. Most programs allow for flexible work schedules - alternating and parallel.

(a) Alternating periods of study and work means alternating academic terms or semesters of full-time study with periods of full-time employment.

(b) Parallel periods of study and employment means concurrent periods of study and employment, during which a student must carry at least a half-time academic course load. Interns/Recent Graduates in the Pathways program may be eligible for the following benefits:

- Retirement credit
- Life and health insurance
- Vacation, sick, and holiday leave
- Tuition assistance
- Travel and transportation payment

(c) Interns/Recent Graduates in the Pathways Program are eligible for noncompetitive conversion to a permanent entry-level position within 120-days after completing a high school diploma or completing their degree and having completed at least 640-hours of work experience.

4. Posting of Vacancies. The CPOC uses the USAJOBS page at http://www.usajobs.gov/, and the ASA (M&RA) Web site http://acpol.army.mil/employment/ for publication of ACTEDS Intern/Recent Graduate vacancy announcements. Vacancies are also posted at http://ncweb.ria.army.mil/dainterns/default.htm. The servicing CPOC receives all applications. Using this Web site, applicants can check the status of their applications, and managers can check the status of their recruitment action.

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SECTION V: ACQUISITION, LOGISTICS & TECHNOLOGY WORKFORCE

A. General

1. The Defense Acquisition Workforce Improvement Act (DAWIA), enacted as part of the 1991 Defense Authorization Act and modified in subsequent years, focused heavily on a systematic approach to professionalize the Department of Defense (DoD) Acquisition workforce. DAWIA and its implementing documents address requirements for position requirements and provide specific training, education and experience standards which must be achieved within a specific period of time. Within the Department of the Army, the Director for Acquisition Career Management (DACM) is responsible for implementation of the Army's Acquisition, Logistics and Technology (AL&T) workforce training, education, and career development program.

2. Commanders, managers, and CP36 careerists in AL&T coded positions must possess a clear understanding of their roles and responsibilities in AL&T workforce members' training, education, and career development. Organizations are expected to plan for and release AL&T workforce members for mandatory and other training, education, and developmental opportunities which will enable them to better accomplish the Army's mission. Military acquisition career development is addressed in DA Pamphlet 600-3, Commissioned Officer Professional Development and Utilization.

B. Applicability

This section applies to all CP36 careerists and Interns/Recent Graduates who occupy AL&T coded positions. CP36 careerists and Intern/Recent Graduates assigned to AL&T positions must comply with the mandate of DAWIA and associated policies which stipulate that AL&T workforce members must meet specific education, experience, and training standards to hold such positions.

C. Responsibilities

Within the Army AL&T community, the positions shown below have been identified as having unique requirements, roles, and responsibilities to accomplish the full spectrum of acquisition missions. Descriptions of the career management duties of these positions follow.

1. Army Acquisition Executive (AAE): The AAE is responsible for the AL&T Workforce Education, Training and Career Development Program within the Army. The AAE is also the Assistant Secretary of the Army for Acquisition, Logistics and Technology (ASA(ALT)). The AAE retains the authority to:

(a) Designate Key Leadership Positions (KLPs)

(b) Approve selection for Program Executive Officers (PEOs), Acquisition Senior Executive Service civilians, Centrally-Selected List Project/Product Managers (PMs)/Acquisition Commanders, and Deputy Project/Product Managers.

(c) Charter PEOs/PMs and sign CSL PM and Tenure Agreements
(d) Set KLP tenure requirements and grant KLP position and tenure waivers

2. Director of Acquisition Career Management (DACM): The Army DACM develops policy and carries out the program for the AAE. The DACM is also responsible to:

(a) Oversee the AL&T Workforce Career Management Program, including AL&T position accountability (e.g., position identification and validation, etc.)
(b) Maintain oversight and control of the process for assignment to acquisition positions
(c) Provide guidance that clearly identifies Army Acquisition Corps' membership and position certification requirements for acquisition positions
(d) Provide broad policy guidance on training matters associated with DAWIA implementation, including Defense Acquisition University (DAU) training and the Continuous Learning Program
(e) Establish programs to provide career development opportunities for the AL&T Workforce
(f) In conjunction with community leaders, establish forums (e.g., boards, Lean Six Sigma meetings or working groups) and designate senior level representatives to advise on matters that affect the education, training and career development of the AL&T workforce

3. Deputy Director, Acquisition Career Management (DDACM): The DDACM reports directly to the DACM and holds the following responsibilities:

(a) Responsible for the organization and daily management of the Army's Acquisition Career Management Program, to include the development and approval of policies and procedures
(b) Ensures all major acquisition career management decisions are elevated to the DACM for resolution
(c) Grants position and tenure waivers for all CAPs not specifically reserved for AAE and DACM approval
(d) Establishes policy and procedures that provide a common foundation of knowledge necessary to ensure the validation of certification is consistent Army-wide and is in accordance with references
(e) Signs certification certificates. Grants position and tenure waivers for all non-KLP Central Selection List (CSL) Critical Acquisition Positions (CAPs)
(f) Oversees the Acquisition Tuition Assistance Program (ATAP)
(g) Signs all AAC documentation: DD Form 2587 (Department of Defense Acquisition Corps—Certificate of Admission), AAC Certificates, and Welcome Letters
(h) Establishes policy and procedures that provide a common foundation of knowledge necessary to ensure the validation of AAC membership and any waiver thereof is consistent Army-wide and is in accordance with references.
(i) Responsible for Acquisition Career Record Brief (ACRB) policy, procedures, instructions, and format.
(j) Approve AAC membership and assists the DACM and AAE in carrying out their responsibilities under DAWIA

(k) Verifying AAC qualifications and processing the documents for accession into the AAC. All CAP selections are tentative until the review is complete and the DDACM has approved AAC membership

(l) Following the Army Waiver Guidance and Procedures for AL&T Workforce Critical Acquisition Positions (CAPs) when waivers of AAC requirements are requested

(m) Responsible for Acquisition Career Record Brief (ACRB) policy, procedures, instructions, and format

4. Functional Chief Representative (FCR): The CP36 FCR, with assistance from the U.S. Army Acquisition Support Center (USAASC) is responsible to:

(a) Integrate the CP36 workforce into the Acquisition Career Fields.

(b) Provide CP36 functional representation at the DoD Functional Integrated Product Team (FIPT) meetings during which career path, acquisition certification, core-plus and other related acquisition topics are addressed.

5. Acquisition Career Management Advocates (ACMAs)

(a) Serve as the DACM's link to the AL&T workforce in the field, and provides an opportunity for AL&T communities to express concerns affecting their workforce

(b) Are expressly chartered by the DACM to perform specific AL&T Workforce related duties

(c) Participate as an ACMA Executive Council member. The Council meets once a year at the AL&T Workforce Conference, or via video teleconference (VTC), with the DACM and DDACM to address AL&T workforce issues

(d) Act as a principal advisor to the DACM, acquisition leaders and the AL&T workforce on matters related to acquisition career development policy, procedures, programs and management

(e) Promote and encourage acquisition career management functions in organizations in addition to the normal position responsibilities. USAASC Acquisition Career Managers (ACMs) are available at regional Customer Support Offices (CSOs) to assist ACMAs with the execution of their roles/responsibilities

6. Chief, USAASC Workforce Management Division.

(a) Serve as the Special Assistant for career management development to the DDACM Office

(b) Manage the CSOs.

(c) Execute Career Field certification, Acquisition Corps Membership and waivers for DA Civilians.

(d) Interface with the U.S. Army senior leadership.

(e) Market acquisition career management training/opportunities/programs (ATAP, CDG, DAU, NPS, SSCF, and AETE).

(f) Provide career management advice and assistance to commands, PEOs, supervisors, and workforce members.

(g) Communicate acquisition career management policy and procedures from the U.S. Army Acquisition Support Center to the AL&T Workforce.

7. Acquisition Functional Representatives (AFRs)
   (a) Certify all Army civilian non-acquisition individuals
   (b) Recommend approval/disapproval of questionable requests for certification, fulfillment and validation referred to them by a Certifying Official (CO) for Army civilian or military AL&T workforce members and non-Army individuals who have been tentatively selected for a CAP
   (c) Provide the final approval/disapproval of an appeal to a denied request for certification or fulfillment referred to them by the appropriate COh. Certifying Officials are responsible for validating, reviewing, and approving/disapproving requests for certification and fulfillment in all Acquisition Career Fields and levels, ensuring that requesting individual successfully meets all mandatory education, experience, training requirements.

8. Acquisition Career Managers (ACMs)
   (a) ACM contact information can be found at http://asc.army.mil/contacts/acms.cfm
   (b) ACMs support and promote USAASC policies and programs and provide assistance to the AL&T Workforce through supervisor outreach, career counseling, and assistance with certification requirements
   (c) The Acquisition Certification Manager for the U.S. Army Human Resources Command (HRC) Acquisition Management Branch (AMB) is responsible for active duty officers and non-commissioned officers (NCOs)
   (d) ACMs are responsible for all civilian AL&T Workforce members
   (e) ACMs process and update ACRBs for all AL&T Workforce members
   (f) The Army National Guard (ARNG) Acquisition Management Office is responsible for ARNG officers and technicians
   (g) ACMs/Assignment Officers in U.S. Army HRC are responsible for officers in the US Army Reserves (USAR)
   (h) ACMs process AAC membership requests as required
   (i) ACMs review all waivers and ensure that all documentation has been provided by Civilian Personnel Advisory Center (CPAC) for requesting a waiver for an individual who has been tentatively selected for a CAP when they do not meet AAC membership or acquisition position requirements
   (j) Military certification managers process/update ACRBs, Officer Record Briefs (ORBs), Enlisted Record Briefs (ERBs) for active duty officers and non commissioned officers
   (k) USAASC ACMs manage, process, update ACRBs for certification, board applications, and personnel actions, but only the sections that AL&T Workforce members cannot personally edit. ACMs assist supervisors and individuals in reviewing and improving their ACRBs

9. Members of the AL&T workforce.
   (a) Positions throughout the Army are designated by their organizations as either acquisition or non-acquisition. The AL&T workforce consists of government personnel who work in these AL&T positions. They are military (active, guard and reserve) and DA civilian positions that meet the general definition of Acquisition as

contained in the DoD AT&L Workforce Desk Guide: "the conceptualization, initiation, design, development, test, contracting, production, deployment, logistics support, modification, and disposal of weapons and other systems, supplies, or services (including construction) to satisfy DoD needs, intended for use in or support of military missions."

(b) These positions are then reviewed to determine if the preponderance of the duties of the position aligns with a specific Position Category Description (PCD) associated with an ACF; if so, they are determined to be acquisition positions. More information on the identification and designation of AL&T positions can be found in the DoD Desk Guide for AT&L Workforce Career Management, located on the Defense Acquisition University (DAU) website: http://www.dau.mil/workforce/.

(c) Individual AL&T Workforce members shall:

- Meet acquisition position requirements within established timeframes.
- Maintain accuracy and completeness of all acquisition records (i.e. IDP, ACRB, ORB, and ERB) when requesting certifications, AAC membership, Training with Industry (TWI)/Advanced Civil Schooling (ACS), and Military/Civilian boards. Each workforce member is responsible for his/her own career management.
- Update as much of the ACRB, ERB, or ORB allowed and contact a Regional ACM or Assignment Officer for further updates, according to the instructions found at https://rda.altess.army.mil/camp/. Any changes that a workforce member is unable to edit can be made by the appropriate ACM or Assignment Officer (ORB/ERB).
- Maintain an IDP.

10. Army Acquisition Corps (AAC): The National Defense Authorization Act for FY 2004 established a single Defense Acquisition Corps. The Army Acquisition Corps (AAC) falls under this Defense Acquisition Corps. The AAC is a subset of the Army AL&T workforce and is comprised of accessed civilian and military personnel in the grades of Major and GS-13/broadband/payband equivalent and above. AAC membership is mandatory for all workforce members who occupy Critical Acquisition Positions (CAPs) or Key Leadership Positions (KLPs). There are two ways to become an AAC member as listed below:

(a) Critical Acquisition Positions (CAPs): CAPs are a subset of AL&T positions and a position is so designated based upon the criticality of the position to the acquisition program, effort or function it supports. The requirements to encumber a CAP are contained in Section F below. Persons selected for CAPs that have been designated as KLPs must sign an agreement to remain in the position for a period tailored to the unique requirements of the specific program or effort to be performed, such as significant milestones, events, or efforts. The DD Form 2889, Critical Acquisition Position Service Agreement Key Leadership Position, will document this tenure requirement as established by the CAE. Note that changes to DAWIA in 2005 eliminated the grade requirement for civilian CAPs (see aforementioned DoD Desk Guide for full details) while military AL&T billets at the 05 grade level and above must be designated as CAPs. In addition to the positions identified in the DoD Desk Guide, the following Army positions are designated as CAPs:

- All Army Acquisition Senior Executive Service (SES) positions.

- All Army Acquisition Centrally Selected positions.
- Deputy Project Managers, Deputy Product Managers, Project Directors, Deputy Project Directors, Product Directors and Deputy Product Directors.
- All Officers 0-5 and above
- All supervisory Army Acquisition civilian positions in grades GS-14 &15.

(b) In addition to the above specific positions, organizations have the latitude to designate additional CAPs provided they are at least GS-14/broadband and above.

11. Key Leadership Positions (KLPs): A newly established subset of CAPs, called Key Leadership Positions (KLPs), has been established to identify positions that require special AAE and USD(AT&L) attention with regard to qualifications, accountability, mobility and tenure. KLPs are designated by the AAE and approved by the USD (AT&L).

D. Acquisition Position Categories and Acquisition Career Fields

Acquisition Position Categories (APCs) and Acquisition Career Fields (ACFs) recognize the diversity of acquisition positions and functional disciplines for which there are additional requirements. The 15 ACFs and related Acquisition Position Codes (APC) supported by the Army are shown in the following table.

	Acquisition Position Category	Code
1	Program Management	A
2	Contracting	C
3	Industrial/Contract Property Mgt	D
4	Purchasing	E
5	Facilities Engineering	F
6	Production, Quality and Manufacturing	H
7	SPRDE-Science & Technology Manager	I
8	Business-Financial Management (BUS-FM)	K
9	Life Cycle Logistics	L
10	Business-Cost Estimating (BUS-CE)	P
11	Information Technology	R
12	SPRDE-Systems Engineer	S
13	Test & Evaluation	T
14	Auditing	U
15	SPRDE-Program Systems Engineer	W

Figure V-1: Acquisition Position Codes

E. Entry into and Membership in the Army Acquisition Corps (AAC)

The two ways to become an AAC member are listed below:

1. Request ACC membership upon meeting the following training, education and experience conditions:

(a) Training: Level II certified in any Acquisition Career Field (ACF)

(b) Education: A baccalaureate degree and one of the following:

- 24 semester credit hours in business related disciplines from an accredited college (courses must be on a transcript)
- 24 semesters credit hours in current ACF or in the ACF tentatively selected for and 12 semester credit hours in business related disciplines.
- Exception to education requirement – possess ten years of acquisition experience prior to 1 Oct 1991.

(c) Experience: Four years of acquisition experience (government, military or private industry)

(d) Salary equivalent to that of GS-13 or above.

2. Through reciprocity policy wherein the Army honors Acquisition Corps membership from other DoD Services

F. Critical Acquisition Position Requirements

1. The following Critical Acquisition Position (CAP) requirements apply to incumbents of these positions and are consistent across the Department of Defense:

(a) Individual must be a member of the Army Acquisition Corps (AAC)

(b) Individual must achieve Level III certification within 24 months of placement into a CAP

(c) Individual must execute a three-year tenure agreement (DD Form 2888)

(d) Individuals who are not AAC members must obtain approval of a position requirements waiver to occupy a CAP (DD Form 2905). This waiver does not grant membership into the AAC but allows the individual to occupy a CAP for a specific period of time. The waiver is position-specific and must be approved prior to the individual being assigned to the position. This waiver does not transfer to future assignments or to future incumbents of the position

(e) AL&T workforce members must obtain 80 Continuous Learning Points (CLP) within the established two-year cycle. It is recommended that the AL&T workforce member strive to earn 40 CLPs per year

2. Individuals should achieve Level III acquisition certification prior to assignment to a CAP. If the individual is not Level III certified within 24 months of placement in a CAP, the individual's supervisor is responsible for submitting a position requirements waiver to their respective Regional Director for review. The waiver may or may not be granted. This waiver does not grant certification but allows the individual to occupy the position while pursuing the

necessary certification. The AL&T workforce member and the supervisor shall document on the Individual Development Plan how and when the certification requirements will be met. The individual's supervisor is responsible for ensuring that certification is achieved or move the AL&T workforce member to a non-CAP.

G. Competitive Development Group/Army Acquisition Fellowship Program

The Army's Competitive Development Group/Army Acquisition Fellowship (CDG/AAF) Program is a three-year program of training, education, and developmental assignments. Successful completion of the CDG/AAF Program entails achieving the goals identified in each member's Individual Development Plan (IDP) over a three-year period or successfully competing for a promotion into a CAP.

H. Continuous Learning Policy

DoD Instruction 5000.66 emphasizes the importance of improving professional knowledge and performance by setting forth requirements for continuous learning activities for members of the AL&T workforce. AL&T workforce members must participate in meaningful learning activities in addition to achieving the acquisition certification required for the acquisition position encumbered. Members of the AL&T workforce are required to acquire 80 Continuous Learning Points (CLPs) every two years, with a goal to attain 40 CLPs each fiscal year. A summary of recommended activities and points can be found at www.dau.mil. The Individual Development Plan is the document on which Continuous Learning activities are identified and serve to stimulate discussion between the employee and his/her supervisor on desired continuous learning interests. Upon completion of continuous learning activities, the associated CLPs are approved by the employee's supervisor. The CLPs achieved are then recorded on the employee's Acquisition Career Record Brief (ACRB).

I. Individual Development Plan

1. The Individual Development Plan (IDP) is a critical document in identifying and tracking an acquisition professional's career objectives in the areas of experience, education, and training. It is required that each member of the Army acquisition workforce, military and civilian, complete an IDP regardless of grade, pay band equivalent, military rank or certification level. The IDP is a living document and should be reviewed at a minimum during annual performance evaluation reviews, but more frequently if needed to assist careerists in meeting objectives. For military personnel, normal assignment process will continue to be followed to ensure the Army's and the AL&T workforce professional development requirements are met.

2. An automated process has been created by the Army to facilitate the development and modification of IDPs. The automated IDP may be found on the Army Acquisition Corps Home Page at https://rda.altess.army.mil/camp/. An automated IDP must be approved before applicants can apply for a course offered by the Defense Acquisition University.

J. Acquisition Career Record Brief (ACRB)

The ACRB is a one-page display of an employee's pertinent acquisition information. It contains personal, position, assignment, training, education, awards, and certification information. The ACRB is primarily designed for civilian members of Army AL&T Workforce. USAR and NGB workforce members use the ACRB to reflect their acquisition qualifications. It is also an essential part of the application package for Civilian Army Acquisition selection boards or processes such as Acquisition career field certification, AAC accession, ATAP, AETE, and Civilian Project/Product Manager Best Qualified Boards. ACRBs are considered "official" only when printed with the USAASC watermark. Active Army Acquisition Officers' official record is the ORB.

K. Acquisition Education, Training, and Experience (AETE) opportunities

Numerous AETE opportunities are available to Army AL&T workforce members. These opportunities are included in the Army's Acquisition Education, Training and Experience (AETE)/ Acquisition Tuition Assistance Program (ATAP) Catalog posted on the USAASC website. The catalog is updated annually and provides detailed information on application requirements, deadlines and selection criteria for the many competitive opportunities beyond functional Defense Acquisition University (DAU) training. http://asc.army.mil/career/pubs/aete/default.cfm. Assistance in preparing application package can be obtained by contacting you're Acquisition Career manager http://asc.army.mil/contacts/acms.cfm

L. Acquisition Tuition Assistance Program (ATAP)

The ATAP(http://asc.army.mil/docs/pubs/aete/AETE_catalog_2007.pdf) is designed for civilian Army AL&T workforce members who wish to complete an undergraduate degree at an accredited college or university, or fulfill the business hour requirement for the acquisition career field certification requirements or the overall Acquisition Corps membership education requirements. It is also available for civilian level II certified workforce members GS 11 and above who are interested in pursuing graduate studies at an accredited college or university in a business, scientific or technical specialty. Workforce members must be certified in their position of record to be eligible for any ATAP program. For more information on ATAP, visit the ATAP website at: http://asc.army.mil/career/programs/atap/atap_docs.cfm.

M. Acquisition-Specific References

1. Chapter 87, Title 10 USC, Defense Acquisition Workforce (DAWIA), as amended

2. DoD Directive 5000.52, AT&L Workforce Education, Training, and Career Development Program, January 12, 2005

3. DoD Instruction 5000.66, Operation of the Defense AT&L Workforce Education, Training and Career Development Program, December 21, 2005

4. DoD- A Desk Guide for Acquisition, Technology, and Logistics Career Management, January 10, 2006

5. Army Supplemental to DoD Desk Guide-USAASC, September 1, 2010

N. Additional AL&T Resources

1. http://asc.army.mil
2. http://www.dau.mil/
3. https://rda.altess.army.mil/camp/

ANNEXES

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ANNEX A: MASTER TRAINING PLAN

I. General

Master training plans provide the framework for developing a careerist's 3-Year Individual Development Plan (3yIDP). In addition to the formal courses listed in the following plans, individuals are encouraged to take courses in all the other Simulation disciplines, and take advantage of all rotational and developmental assignments opportunities that become available. ACTEDS training and development is divided into three categories: Universal Training, Competitive Training, and Non-Competitive Professional Development.

Preparing 3-Year Individual Development Plans (3yIDP). The Master Training Plans will be used to prepare the 3yIDP. When selecting courses, the individual's experience and previous training must be taken into consideration. The individual and his/her supervisor should determine jointly whether a course is mandatory. This determination is to be based on the extent to which the individual possesses the competencies provided by the course. Courses identified as "Recommended" should not be considered unless the employee completes mandatory courses and/or clearly demonstrates the competencies provided by those courses.

Professional Organizations. Professional associations and organizations are valuable sources of self-development and training opportunities. Attending events of professional associations provides opportunities to exchange ideas and concepts with individuals who have similar interests and concerns. Many of these organizations conduct education and training symposia, workshops and institutes on simulation management issues and topics. Several professional associations and organizations sponsor certification programs and also conduct applicable training in support of these programs. Examples of professional organizations that offer professional development events include but are not exclusive of the following:

- American Institution of Aeronautics and Astronautics (AIAA)
- American Society for Engineering Education (ASEE)
- Army Operations Research Symposium (AORS)
- Association of the US Army (AUSA)
- International Testing and Evaluation Association (ITEA)
- Military Operations Research Society (MORS)
- National Defense Industrial Association (NDIA)
- National Training Systems Association (NTSA)
- Simulation Interoperability Standards Organization (SISO)
- Society for Computer Simulation (SCS)

ANNEX A

A. Universal Training

Universal training provides standardized knowledge and competencies across an occupational area to all individuals who have similar duties and responsibilities. Universal training available is provided under Sections II. A and B below. Universal requirements can be prioritized to assist commanders in planning and programming for ACTEDS funding and are as follows:

B. Competitive Training

This category includes developmental opportunities for which individuals that apply and are competitively selected. It also covers Competitive Professional Development (CPD) opportunities that have career program-wide competition. CPD includes university programs, developmental assignments, training-with industry, short-term training and long-term training. Career multi-discipline area-wide competitive programs such as university programs, developmental assignments, and training-with-industry are included in this category. Individuals are competitively selected for both short-term and long-term training. Long-term training is, by definition, training that lasts for more than 120 days. The purpose of competitive training is to develop selected individuals for positions of increasing responsibility within the Analysis, Modeling and Simulations (AM&S) Career Program. All competitive training must be applied for using the Resource Allocation Selection System (RASS). RASS is accessible at the following link: http://cpol.army.mil/library/train/rass/. Training forms (SF182) are prepared in RASS after training is approved by the Functional Chief (FC) or Functional Chief Representative (FCR). If your approved training requires travel you will also need Form 1610 "Request and Authorization for TDY Travel of DoD Personnel" which is part of the Defense Travel system (DTS). Competitive training opportunities are provided under Sections 2. c., c., e., and f. and include the following:

1. University or College Long-Term Training
2. Army-Wide Competitive Long-term Training, such as Senior Service Colleges and Fellowships
3. Army-Wide Competitive Short-term Training, such as the Civilian Education System (CES) Advanced Course.

C. Non-Competitive Professional Development

This category is specifically designed for Senior Executive Service (SES) development. The SES Development Program is customer-focused and combines mandatory and optional institutional training, operational assignments, and self-development activities. The applicable courses include:

1. CES Intermediate Course
2. Continuous Education for Senior Leaders

II. CP 36 ACTEDS Master Training Plan

The Army Civilian Education System, Supervisory/Managerial Development Courses, and Army Wide Short and Long-Term Competitive Training apply equally to personnel in all CP 36 specialties. These training opportunities include courses that are available to CP 36 personnel from all Army commands and agencies. Army Commands (ACOMs); Army Service Component Service Commands (ASCCs); and Direct Reporting Units (DRUs) that sponsor related courses of instruction should supplement this plan with their own course listings, and as equivalent to the courses offered in the CP36 ACTEDS. Proposed content for the master training plans for members of the AM&S Civilian Career Program are presented below:

- Army Civilian Education System (CES)
- Supervisory/Managerial Development Courses
- Operations Research Training, Education and Professional Development
- Modeling and Simulation Training, Education and Professional Development
- Army-Wide Short-Term Competitive Training
- Army-Wide Long-Term Competitive Training
- Long-Term Training/Professional Development
- Courses for new SES Members and Executive Professionals

A. Civilian Education System (CES)

The courses listed below comprise the Department of the Army Civilian Leadership Training core courses. The CES provides leader development and education opportunities for Army civilians throughout their careers. Information on application procedures for these courses is found at http://www.amsc.belvoir.army.mil/ces/bc/. These courses apply equally to all CP 36 personnel. High priority courses in this category include the Foundation Course, the Basic Course, the Intermediate Course and the Advanced Course.

1. **The Foundation Course (FC)** is designed to both provide an orientation to the Army and some of its systems and to begin the development of an effective Army team member. This is a distributed learning (dL) course which should take the average student 57-hours to complete. Students in this course will develop an understanding of the Army including its composition, ranks, structure, customs, traditions, and values and how it fits into the Department of Defense; the basics of Army leadership doctrine, leadership styles, and Army ethical standards; group development theories, strategies for dealing with conflict, and basics of communication including Army communication types, and the skills of listening, providing feedback and the basics of oral and written communication. From self-development skills, the course progresses to the subjects of career progression, to maintaining competence and developing self-awareness to the subject of personal health. Finally the course will introduce the student to a series of administrative requirements for Army personnel.

   When students complete the FC, they have an understanding of the Army that they will be able to apply in their daily behaviors, help them operate as an effective Army team

member, and better manage Department of the Army administrative requirements and career progression.

FC End-state: An Army Civilian Corps who reflects an understanding of the Army in daily behaviors, operates as effective Army team members, manages Department of Army administrative and career progression elements.

2. **The Basic Course (BC)** is to educate the direct level supervisor or team leader on the basic foundations of leadership and management skills to facilitate mission accomplishment. This course is designed using a combination of distributed learning (dL) through the Internet, followed by classroom education at Fort Leavenworth, Kansas. The three major underpinnings of Student Centered, Problem Based, and Experiential establish the basis of success in the Basic Course on how to develop a cohesive team, while applying leadership skills to achieve results. These underpinnings are supported using Army doctrine; educational and leadership theories; small group instruction; along with a combination of behaviorist, cognitivist (information processing), and constructivist knowledge theories.

a. Student Centered: All curriculum is designed to focus on the transference of knowledge through incorporating the Army's Life Long Learning Philosophy with the emphasis on leader development. This focus encourages students incorporating "self-responsibility" as a key element in both professional and personal leader development.

b. Problem Based: The curriculum is designed to provide students with "real world" issues and problems that they will encounter as a direct leader. Through collaborative learning opportunities with other leaders, the student will develop or enhance additional skill sets to be a more effective leader.

c. Experiential: Using an experiential education methodology through activities and reflection, students are allowed to "practice" the new skills in an environment that minimizes risk and encourages and offers immediate feedback.

d. Basic Course End-state: A Department of the Army Civilian that understands and applies basic leadership skills to effectively lead and care for small teams; applies effective communication skills to build a team; demonstrates internal and external awareness and directs team accordingly; and develops and mentors subordinates.

3. **Intermediate Course (IC)** is a new progressive and sequential leader development program that provides enhanced leader development and education opportunities for Army civilians throughout their careers. The Intermediate Course is for leaders who exercise direct and indirect supervision and is a combination of distributed learning through the internet, followed by classroom education at AMSC's Fort Leavenworth, KS or Fort Belvoir, VA campuses. Students enhance their leadership abilities and develop skills to manage human and financial resources; displaying flexibility and resilience with

a focus on the mission. The Intermediate Course provides training on how to develop a cohesive organization, while applying leadership skills to achieve results. The underpinnings of the course are supported using Army doctrine; educational and leadership theories; small group instruction; along with a combination of behaviorist, cognitivist (information processing), and constructivist learning theories.

a. Student Centered: All curriculum is designed to focus on the transference of knowledge through incorporating the Army's Life Long Learning Philosophy with the emphasis on leader development. This focus encourages students to incorporate "self-responsibility" as a key element in both professional and personal leader development.

b. Problem Based: The curriculum is designed to provide students with "real world" issues and problems that they will encounter as a direct or indirect leader. Through collaborative learning opportunities with other leaders, the student will develop or enhance additional skill sets to be a more effective leader.

c. Experiential: Using an experiential education methodology through activities and reflection, students are allowed to "practice" the new skills in an environment that minimizes risk and encourages and offers immediate feedback.

d. Intermediate Course End-state: An Army Civilian Corps skilled in leading people; developing cohesive and efficient organizations; managing human and financial resources; implementing change; and demonstrating effective thinking and communication skills, with a focus on mission.

4. **The Advanced Course** is for civilian leaders who exercise predominately indirect supervision. It is a combination of distributed learning through the internet, followed by classroom education at AMSC's Fort Belvoir, Virginia campus. Students become skilled in leading a complex organization; managing human and financial resources; leading change; inspiring vision and creativity; directing program management and systems integration; displaying flexibility, resilience, and focus on mission. The Advanced Course provides training on how to lead a complex organization in support of national strategies, and integrating Army and Joint systems in support of the Joint Force. These concepts are supported using Army doctrine; educational and leadership theories; small group instruction; along with a combination of case studies, written papers and oral presentations.

a. Student Centered: All curriculum is designed to focus on the transference of knowledge through incorporating Life Long Learning with the emphasis on leading a complex organization. This focus encourages students to incorporate "personal experience" as a key element in both professional and personal leadership at the strategic level.

b. Problem Based: The curriculum is designed to provide students with "real world – strategic" issues and problems that they will encounter as an indirect

leader. Through collaborative learning opportunities with other leaders, the student will develop or enhance additional skill sets to be a more effective leader and manager.

c. Experiential: Using an experiential education methodology through activities and reflection, students are allowed to "integrate" their new skills with their existing skills and abilities developed over their civilian or military careers. This integration will occur in an environment of open discussion within the seminar room that enables feedback from peers and faculty.

d. Advanced Course End-state: Army Civilians skilled in leading a complex organization in support of national security and defense strategies; managing organizational resources; leading change; inspiring vision and creativity; directing program management; and integrating Army and Joint systems in support of the Joint Force.

5. **Action Officer Development Course** (on-line): Army Correspondence Course Program; 21 Correspondence Course Hours; 13 Modules/Sub-courses. Course #: 131 P00

a. Executive Core Qualification(s) (Associated OPM Leadership Competencies):

- Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
- Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

b. Target Career Phase: Intern and all employees promoted/appointed to journey-level positions. Mandatory, (http://www.atsc.army.mil/accp/aipd.htm.)

c. Purpose: To build managerial and communication skills required for administrative staff actions.

d. Description: An action officer is a staff member with subject matter expertise who "works actions" on behalf of senior staff officers or commanders. The term "action officer" does not refer to a duty position. This course describes "staff work" as it is generally practiced Army-wide. The AODC covers organization and management; conducting completed staff work; managing time and priorities; conducting meetings and interviews; solving problems and making decisions; communications; writing to the Army Standard; coordinating; conducting briefings; and ethics.

B. Supervisory/Managerial Development Courses

These courses are a step above the CES courses described above. They expand on the leader development and education and are designed for the supervisor or manager level.

1. **Supervisory Development Course (SDC)**: The SDC provides military and Civilian supervisors or managers of Army Civilians the administration skills for management and basic supervision. The SDC contains lessons on topics mandated by the NDAA 2010. Topics include: Workforce Planning, Position Management and Classification, Hiring, Merit Systems Principles and Prohibited Personnel Practices, Performance Management, Training and Development, Recognition, Incentives and Awards, Coaching, Counseling and Mentoring, Leave Administration, Workers' Compensation, Labor Relations, Supervising a Diverse Workforce, Hostile Work Environment, Reasonable Accommodations, Creating an Engaging Work Environment, Managing Conflict, Valuing Individual Differences, Leading Change.

This course is entirely Distance Learning. Students have 120 days from the time of enrollment to complete this course. Once 120 days has passed, the course will no longer be accessible and students will have to register again.

There is a final test at the end of the course. Students must score at least an 80% to pass the course and will have two opportunities to pass the test. Those who do not pass the test on the second attempt must wait until the beginning of the next calendar month and register again.

a. Executive Core Qualification(s) (Associated OPM Leadership Competencies):

- Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)
- Leading People (Conflict Management, Integrity/Honesty, Cultural Awareness, Team Building)
- Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
- Business Acumen (Financial Management, Technology Management, Human Resources Management)
- Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

b. Target Career Phase: Supervisor Development Course (SDC) is the mandatory supervisory training for all newly appointed supervisors (military and civilian) of civilian employees. It is a Army Correspondence Course. New civilian supervisors of civilians must complete courses within six months after appointment to supervisory positions. New military supervisors of civilians must

complete courses within 6 months but NLT 12 months of appointment to supervisory positions.

c. Purpose: Provides the new supervisors with the supervisory knowledge necessary to successfully manage work and lead people.

d. Description: The SDC is made up of 31 modules.

2. **Manager Development Course**: Through the Manager Development Course students will gain an understanding of the demands of an Army Manager and learn knowledge and skills that will enable them to perform these duties at higher levels of the organization.

a. Executive Core Qualification(s) (Associated OPM Leadership Competencies):

- Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)
- Leading People (Conflict Management, Integrity/Honesty, Cultural Awareness, Team
- Building)
- Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
- Business Acumen (Financial Management, Technology Management, Human Resources Management)
- Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

b. Career Phase Target: Manager Development Course must be completed by all newly appointed managers (regardless of grade) within six months of their appointment to a managerial position. For this course, "manager" means supervisor of supervisors or manager of programs, resources, and/or policy.

c. Purpose: To teach new managers basic skills for managing work and leading people.

d. Description: MDC includes lessons in: organizational culture; time management; objectives and plans; problem solving and decision making; planning, programming and budgeting; manpower management; communications; information technology applications; the Army Environmental Program; equal employment opportunity; professional ethics; internal management control, and Army family team building. The MDC is made up of 14 modules.

3. **Executive Development Seminar**: Management Development Centers – OPM, Shepherdstown, WV and Denver, CO; (2weeks); Leadership.opm.gov/courses

a. Executive Core Qualification(s) (Associated OPM Leadership Competencies):

- Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)
- Leading People (Conflict Management, Integrity/Honesty, Cultural Awareness, Team Building)
- Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
- Business Acumen (Financial Management, Technology Management, Human Resources Management)
- Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

b. Career Phase Target: Manager

c. Description: Addresses competencies that relate to the social, political, and economic environment of the Federal Executive. Broadens the participants' understanding and administrative and managerial abilities.

4. **Executive Management Course**: Defense Systems Management College, Fort Belvoir, VA; (2 Days)

a. Executive Core Qualification(s) (Associated OPM Leadership Competencies):

- Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)
- Leading People (Conflict Management, Integrity/Honesty, Cultural Awareness, Team Building)
- Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
- Business Acumen (Financial Management, Technology Management, Human Resources Management)
- Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

b. Target Career Phase: Manager

c. Description: Explores the perspectives and positions of key decision-makers of the legislative and executive branches, and defense industry. Emphasis is on recent legislative and executive actions affecting weapon systems and on the policy and procedural initiatives with a profound effect upon their acquisition.

5. **Developing Customer-Focused Organizations**: Management Development Centers – OPM, Shepherdstown, WV and Denver, CO; (1 Week)

a. Executive Core Qualification(s) (Associated OPM Leadership Competencies): Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)

- Leading People (Conflict Management, Integrity/Honesty, Cultural Awareness, Team Building)
- Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
- Business Acumen (Financial Management, Technology Management, Human Resources Management)
- Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

b. Career Phase Target: Manager

c. Description: This one-week course will provide managers with the knowledge and skills necessary to develop and lead organizations which are more responsive to customers and which provide customer satisfaction. The course will provide managers with the knowledge and skills to meet governmental reform goal of providing "customer service equal to the best in the business."

C. Modeling and Simulation (M&S) Training, Education and Professional Development

The following are descriptions of Simulation competitive training and professional development programs. All CP 36 personnel at the targeted grade levels are equally eligible to compete for these programs. CP 36 careerists are eligible to attend all of the following courses subject to established prerequisites.

1. **Simulation Proponent Six-Week M&S Training Course**

a. Simulation Operations Course (SOC), Fort Belvoir, VA; (6 Weeks)

b. Target Career Phase: Specialist/Journeyman Level

c. Description: The six-week Simulation Operations Course provides individuals with an understanding of the roles, responsibilities, practices, procedures, and concepts necessary to integrate battle command, models and simulations into the operational environment. Functional Area 57 officers must attend this course for award of the Functional Area 57 designation. The curriculum emphasizes the following topics:

- Battle Command Officer roles and responsibilities
- Knowledge of battle command, modeling and simulation

- Applying battle command activities, models and simulations to a operational environment
- Creating and modifying models and simulations
- Integrating models & simulations with unit training programs & battle command systems (See http://www.ms.army.mil/school/soc.html on how to request attendance)

2. **Simulation Proponent Three-Week M&S Training Course**

a. Simulation Operations Professional Course (SOPC): Various Installations; (3 Weeks)

b. Target Career Phase: Specialist/Journeyman Level

c. Description: This course is designed as three separate one-week courses that are independent of each other. Curriculum includes: Fundamentals of M&S Program Management; Technical Aspects of Simulations; and Employing Simulations. Careerists may be enrolled in all three weeks at one time, or may request to take each week at separate offerings. (See http://www.ms.army.mil/school/spc1.html or contact the Simulation Proponent and School for more information)

3. **Simulation Proponent Two-Week M&S Training Course**

a. The Battle Command Officer Integration Course (BCOIC) provides individuals with an understanding of how to manage a digital tactical operation center, manage digital staff training, and how to integrate and manage organizational knowledge at a Brigade Combat Team headquarters. Provide the Brigade Command Team Commander with a trained expert who understands both the art and the science of battle command and the technology that support effective decision making. The course will build competent and confident Battle Command Officers by focusing on integration, problem solving, and critical thinking skills while providing the student with opportunities to practice their tasks with battle command systems. 2 – Weeks (For more information, see http://www.ms.army.mil/school/bco.html)

b. Target Career Field: Those who work in a Battle Command Training Center (BCTC) or those who work with ABCS equipment.

c. Description: The BCOIC will enable students to:

- Develop an understanding of how battle command systems impact the "art" of battle command and appropriately apply techniques and procedures to situations that a battle command officer would encounter during a unit's deployment
- Integrate ABCS into the unit Military Decision Making Process (MDMP)

- Establish and manage a common operational picture
- Develop and manage digital battle staff training strategies
- Design and manage Information and knowledge architectures
- Improve a brigade's knowledge and informational flow
- Manage digital information and knowledge

d. Purpose: The BCOIC provides individuals with an understanding of how to manage a digital tactical operation center, manage digital staff training, and how to integrate and manage organizational knowledge at a Brigade Combat Team headquarters. Provide the Brigade Command Team Commander with a trained expert who understands both the art and the science of battle command and the technology that support effective decision making. The course will build competent and confident Battle Command Officers by focusing on integration, problem solving, and critical thinking skills while practicing the student with opportunities practice their tasks with battle command systems.

4. **Collegiate M&S Training (Georgia Institute of Technology)**

a. Fundamentals of Modeling: Georgia Technical Institute, Atlanta, GA (24 Hours)

b. Target Career Phase: All levels

c. Description: The course will cover Introduction to Modeling, The Science of Modeling, Problem Formulation, Model Foundations, Model Engineering Current Issues, Causes of Simulation Failure, and Lessons from History.

d. Purpose: This course will cover a range of topics on the philosophy and uses of models, the relationship of models to theory, model foundations, and techniques and formalisms.

5. **Collegiate M&S Training (University of Alabama Huntsville - Offering 1)**

a. Modeling and Simulation Certificate Program: University of Alabama in Huntsville

b. Target Career Phase: Specialist/Journey Level

c. Description: Courses may be taken individually, without completing the entire certificate program. Students who wish to earn the Modeling and Simulation Certificate are required to complete core courses and one elective. All students will be awarded Continuing Education Units (CEUs) for the successful completion of each course, and those students who successfully complete the program will be presented with a Modeling and Simulation Certificate of completion. The following courses pertain:

(1) Core courses:

- M&S Fundamentals and Applications
- Simulation Development
- Interactive and Interoperable Simulations
- Simulation Verification, Validation, and Accreditation

(2) Electives:

- Hands-On Simulation Lab
- Systems Analysis, Modeling, and Simulation
- Modeling and Simulation for T&E

6. **Collegiate M&S Training (University of Alabama Huntsville – Offering 2)**

a. Systems Engineering Certificate Program - University of Alabama in Huntsville;

b. Target Career Phase: Specialist/Journeyman Level

c. Description: Systems engineering is one of the most rapidly expanding disciplines in engineering today. It is concerned with design and development of complex systems, and addresses the total life cycle, from initial concept development, to system retirement. With the need for qualified systems engineers rising to a critical level, new engineers need the knowledge to come up to speed quickly, and experienced engineers need to update their capabilities. Providing a solution for those needs, the Certificate Program includes courses covering every aspect of the field, and provides a broader understanding of both the process and application of Systems Engineering methods. Developed with an Advisory Committee composed of senior practitioners at the U.S. Army Aviation and Missile Command, the Space and Missile Defense Command, NASA Marshall Space Flight Center, and private industry, the program offers managers, prospective managers, engineers, analysts, technical specialists, and support personnel the chance to learn from the most respected industry experts. Those students who successfully complete the Certificate Program have the option of applying for three hours of elective credit toward the MSE degree in Systems Engineering. Courses may be taken individually and in any order. The Systems Engineering Certificate is awarded after the successful completion of the following courses:

- Systems Engineering Overview
- Requirements Development
- Trade Studies and Decision Making
- System Validation and Verification
- Systems Analysis, Modeling, and Simulation
- Risk Assessment and Management
- Related class: Managing System Integration Projects

7. **Collegiate M&S Training (University of Alabama Huntsville – Offering 3)**

a. Test and Evaluation Certificate Program - University of Alabama in Huntsville;

b. Target Career Phase: Specialist/Journeyman Level

c. Description: This certificate program is designed to present processes applicable to any test and evaluation activity and provides participants the reality of test application to the product life cycle and how the appropriate application of T&E can identify component/system failures and influence design modifications. Successful completion of the following courses will earn the T&E Certificate:

- Test and Evaluation Foundation
- Requirements Development
- Data Collection, Analysis and Reporting
- Test Design, Planning and Conduct

8. **Collegiate M&S Training (George Mason University)**

a. Models, Simulations and DoD Acquisition Certificate Series – George Mason University (48 hours)

b. Target Career Phase: Specialist/Journeyman Level

c. Description: This program is the convergence of an emerging technology, a need and a requirement that gives you an opportunity to gain an advantage in the M&S arena; an understanding of the concepts and issues that make M&S a Critical National Technology. Interested personnel should first get approval from CP36 Proponent and then register online at: http://www.ocpe.gmu.edu/programs/msa/msa_cert.html#description. The Certificate is awarded after successful completion of two courses:

- MSA 0100 - Foundations for DoD Modeling and Simulation
- MSA 0105 - Applications of Modeling and Simulation

9. **Collegiate M&S Training (University of Central Florida - Offering 1)**

a. Graduate Certificate in Systems Simulation for Engineers – University of Central Florida (12 Credit Hours)

b. Target Career Phase: Specialist/Journeyman Level

c. Description: Discrete event simulation provides very powerful modeling capabilities to engineers. Simulation is particularly valuable because models of complex systems can be constructed and probabilistic or random forces can be represented in those models. The Graduate Certificate in Systems Simulation for Engineers provides students with the necessary background in probability and

statistics, fundamental simulation modeling skills, essentials for designing and analyzing simulation experiments, and an introduction to an area of advanced simulation modeling. The Certificate is awarded after successful completion of four courses:

- ESI 5219 - Engineering Statistics (3 credit hours)
- ESI 5531 - Discrete Systems Simulation (3 credit hours)
- ESI 6217 - Statistical Aspects of Digital Simulation (3 credit hours)
- ESI 6532 - Object-oriented Simulation (3 credit hours)

d. Admission: Admission is open to those with a bachelor's degree from a regionally accredited institution. An application to the graduate certificate program and official transcripts must be submitted. Applicants are encouraged to apply online after obtaining approval from the CP36 Proponent to attend the course. Apply at: http://graduate.ucf.edu/CurrentGradCatalog/content/Degrees/ACAD_PROG_185.cfm.

10. **Collegiate M&S Training (University of Central Florida - Offering 2)**

a. Graduate Certificate in Training Simulation – University of Central Florida – (12 Credit Hours)

b. Target Career Phase: Specialist/Journeyman Level

c. Description: Due to the tremendous growth in military and commercial training simulation, many people in this industry are facing the need for additional education. The Graduate Certificate in Training Simulation provides a fundamental understanding of the significant topics regarding systems, requirements, design, development, and use of training simulations. The Certificate is awarded after successful completion of four courses:

- EIN 5255 - Interactive Simulation (3 credit hours)
- EIN 5317 - Training Systems Engineering (3 credit hours)
- EIN 6645 - Modeling and Simulation of Real-Time Processes (3 credit hours)
- EIN 6649 - Intelligent Tutoring Training System Design (3 credit hours)

d. Admission: Admission is open to those with a bachelor's degree from a regionally accredited institution. An application to the graduate certificate program and official transcripts must be submitted. Applicants are encouraged to apply online after getting approval from the CP36 Proponent to attend the course. Apply at: http://graduate.ucf.edu/CurrentGradCatalog/content/Degrees/ACAD_PROG_190.cfm.

11. **Collegiate M&S Training (Local Colleges - Opportunity 1)**

    a. Advanced Statistics: Sampling Theory; Local Colleges

    b. Target Career Phase: Specialist/Journeyman Level

    c. Description: Topics include t-test; chi-square; and analysis of variance (ANOVA). This course can be taken at a local university.

    .d Purpose: To develop skills and knowledge in the application of inferential statistics

12. **Collegiate M&S Training (Local Colleges - Opportunity 2)**

    a. Research Techniques; Local Colleges

    .b Target Career Group: Specialist/Journeyman Level

    c. Description: This course supports the ability to obtain information, analyze information, define problems, identify relationships, evaluate quality by comparison with standards or objectives, assess impacts, draw conclusions, make recommendations. This course can be taken at a local university.

    d. Purpose: To provide tools and processes used in standard research practice.

13. **Government M&S Training (Washington, DC - Offering 1)**

    a. Project Management: USDA Graduate School, Washington, DC; (4 Days)

    b. Target Career Phase: Specialist/Journeyman Level

    c. Description: Topics include effective scope, time and cost management; sound project integration skills; techniques for managing project quality; a process for evaluating a project's human resource requirements; tips for managing the communications aspects of a project; techniques for managing project risk; and how to manage project procurement.

    d. Purpose: Organize a project, track costs and time expenditures, overcome obstacles and see the entire project through to completion.

14. **Government M&S Training (Washington, DC - Offering 2)**

    a. Briefing Techniques: USDA Graduate School, Washington, DC; (3 Days)

b. Target Career Phase: Specialist/Journeyman Level

c. Description: Topics include: thoroughly researching and logically organizing your thoughts; dealing directly with the audience, and nailing your main message every time; matching the appropriate presentation style and materials to the type of briefing; the art of fielding tough questions; and getting the most from visual aids.

d. Purpose: To enable action officers to: use a systematic and effective approach to plan, research, and deliver briefings; speak before a group with greater self-confidence; avoid the common barriers of communication; understand the impact of visual messages; answer questions with confidence and refocus listeners; and develop a powerful wrap up.

15. **Government M&S Training (Ft Lee - Offering 1)**

a. Presentation Technique: Fort Lee, VA; (3 Days)

b. Target Career Phase: Specialist/Journeyman Level

c. Description: Topics include: elements of the "briefing process" discussed in detail, and recent examples of successful Army presentations are discussed.

d.. Purpose: This course offers practicing and future government employees the ability to communicate ideas to an audience orally.

16. **Government M&S Training (Ft Lee - Offering 2)**

a. Operations Research/System Analysis (ORSA) Military Applications Course 1 – Army Logistics Management College, Fort Lee, VA; (4 Weeks)

b. Target Career Phase: Specialist/Journeyman Level

c. Description: Subjects covered include computers in OR, linear algebra and calculus reviews, probability, and statistics. A significant portion of the instruction is from graduate-level textbooks that require the use of calculus. Most areas of instruction are accompanied by practical exercises that are to be worked outside of scheduled class time.

d. Purpose: This course provides the necessary foundation for follow-on education (Phase II) in the military applications of operations research methodologies.

17. **Government M&S Training (West Virginia & Denver)**

a. Effective Writing in the Federal Government; Management Development Center, OPM, Shepherdstown, WV and Denver, CO, (4 days); www.leadership.opm.gov

b. Target Career Phase: Specialist/Journeyman Level

c. Description: Learn how to plan, outline and write technical reports; achieve clarity, brevity and precision; add touches of variety, emphasis, rhythm and figures of speech; present data in tabular form and write summaries and abstracts.

d. Purpose: This course offers in-depth focus on the study and application of good writing principles.

18. **Distance Learning (Defense Acquisition University - Logistics 101)**

a. Acquisition Logistics Fundamentals (LOG 101): Defense Acquisition University, Fort Belvoir, VA; (non-resident – Self paced) via Distance Learning

b. Target Career Phase: Individuals recently assigned responsibility to plan, establish, and maintain the logistics support infrastructure for DoD systems and equipment in reach phase of the acquisition life cycle should attend.

c. Description: This is a non-resident, self-paced course available via the internet. Modules cover the logistics-relevant aspects of requirements identification, life cycle costing, integrated product and process development, sustainment logistics, supportability analysis, product support, contracting and contracting support. The prerequisite for this course is ACQ 101.

d. Purpose: This course provides an overview of the role of acquisition logistics in the system acquisition life cycle and system engineering processes.

19. **Distance Learning (Defense Acquisition University - Logistics 102)**

a. Systems Sustainment Management Fundamentals (LOG 102): Defense Acquisition University, Fort Belvoir, VA; (Self-paced) via Distance Learning.

b. Target Career Phase: Individuals recently assigned responsibility of establishing and maintaining the life cycle logistics support for defense systems and equipment during the sustainment phase of their life cycle.

c. Description: Students who successfully complete this course will be able to recognize the role of the life cycle, identify the concepts, policies, and practices of logistics/supply-chain management as they apply to new and legacy systems during the sustainment phase of their life cycle, and identify the best practices in developing and implementing performance-based support. Prerequisite is LOG 101.

d. Purpose: This course provides a broad overview of the role of the life cycle logistician, during the sustainment phase of a weapon system life cycle.

20. **Distance Learning (Defense Acquisition University – Logistics 201A)**

a. Intermediate Acquisition Logistics (LOG 201A): Defense Acquisition University, Fort Belvoir, VA; (Self-paced) via Distance Learning

b. Target Career Phase: Specialist/Journeyman. Students should have 2 to 4 years of acquisition and/or logistics experience.

c. Description: This is a non-resident, self-paced course available via the internet. Students who successfully complete this course will be able to understand modeling and simulation, test and evaluation, market research and analysis, open systems design and interoperability, evolutionary acquisition, performance-based logistics, and support planning. The prerequisites for this course are LOG 101, LOG 102, and acquisition logistics experience. This course is offered at the Defense Acquisition University, Fort Belvoir, VA.

d. Purpose: To provide advanced acquisition logistics training.

21. **Distance Learning (Defense Acquisition University - Acquisition 101)**

a. Fundamentals of Systems Acquisition Management (ACQ 101) - Defense Acquisition University, Fort Belvoir, VA; (Self-paced) via Distance Learning

b. Target Career Phase: Intern/Intermediate/Specialist/Journeyman Level

c. Description: This is a self-paced course offered through Defense Acquisition University's Distance Learning Program. It introduces the Joint Capabilities Integration and Development System (JCIDS) and resource allocation processes, the DoD 5000 Series documents governing the defense acquisition process, and current issues in systems acquisition management. This course is designed for individuals who have little or no experience in DoD acquisition management.

d. Purpose: This course provides a broad overview of the DoD systems acquisition process, covering all phases of acquisition.

22. **Resident Defense Acquisition University (Logistics 201B)**

a. Intermediate Acquisition Logistics (LOG 201B): Defense Acquisition University, Fort Belvoir, VA; (5 Days)

b. Target Career Phase: Specialist/Journeyman. Students should have 2 to 4 years of acquisition and/or logistics experience.

c. Description: This is a five-day resident course. Students who successfully complete this course will be able to understand life cycle cost, contracting, modeling and simulation, test and evaluation, market research and analysis, systems engineering, performance-based logistics, and support planning. Prerequisites are LOG 201A, and acquisition logistics experience. This course is offered at the Defense Acquisition University, Fort Belvoir, VA.

d. Purpose: To provide advanced acquisition logistics training.

23. **Industry Courses (Offering 1)**

a. Military Simulation and Serious Game Technology: Distributed Simulation Technology, Inc. (DisTi), Orlando, FLA.; (3 Days)

b. Target Career Phase: All levels

c. Description: This is a three-day course. Explore the power of simulation in military experimentation, concept exploration, doctrine development, weapon system design and evaluation, mission rehearsal, and leadership and skills training. This includes the growing role of serious games in military systems. (More details at DisTi website.)

d. Purpose: To provide knowledge on a variety of simulations in the military world.

24. **Industry Courses (Offering 2)**

a. Visual Simulation Techniques and Technology: Distributed Simulation Technology, Inc. (DisTi), Orlando, FLA; (3 Days)

b. Target Career Phase: All levels

c. Description: This three-day course. Students will become familiar with the wide range of technologies that go into the design, development and delivery of a visualization system. This course addresses many critical issues of visual simulation design and provides a practical approach to database development. In this class students will learn how: purchasing a visual system for a simulator can be a simple COTS buy; specifying procuring, and validating visual databases requires a sound understanding of visual simulation technology; planning and developing a visual is an engineering specialization that requires diverse knowledge from diverse disciplines. (More details at Disti website.)

d. Purpose: To provide knowledge that builds on the background provided in the Military Simulation Techniques and Technology course.

25. **Industry Courses (Offering 3)**

a. High Level Architecture (HLA): A Practical Guide to HLA Development Distributed Simulation Technology, Inc. (DisTi), Orlando, FLA; (4 Days)

b. Target Career Phase: All levels

c. Description: This 4-day hands-on course provides students with an in-depth look at the HLA and the Run Time Infrastructure (RTI). Learn the skills to design, implement, and test HLA Federates and Federations. (More details at DisTi website.)

d. Purpose: To provide the student with knowledge of HLA and its applications.

26. **Industry Courses (Offering 4)**

a. Distributed Interactive Simulation (DIS) Applications: Distributed Simulation Technology, Inc. (DisTi), Orlando, FLA; (4 Days)

b. Target Career Phase: All levels

c. Description: This is a 4-day Hands-On training course. The objective of this course is to provide students with practical experience in the design and implementation of real-time distributed simulation applications utilizing the DIS protocol. This course focuses on real development considerations and situations that arise when utilizing the DIS protocol and associated network mechanisms. Students will also learn fundamental concepts of networking technology and visual simulation interfaces within the context of DIS application development. (More details at DisTi website.)

d. Purpose: To explore the technology uses in distributing simulations across a network using the DIS (IEEE 1278.1 & 1278.1a) protocol and related tolls.

27. **Industry Courses (Offering 5)**

a. Fundamentals of Distributed Simulations: Distributed Simulation Technology, Inc. (DisTi), Orlando, FLA; (3 Days)

b. Target Career Phase: All levels

c. Description: This 3-day course combines in-depth presentations on the HLA and DIS standards, interface technologies, and variety of concept models used in distributing simulations across a network. Course materials will examine technologies used in both military simulations (Joint Battle Exercises, Distributed Mission Training Programs and others) and commercial games.

d. Purpose: The course will discuss implementation of real-time distributed simulation applications utilizing the DIS protocol, HLA, and a number of other technologies.

28. **CP36 M&S Professional Development: Right Seat Ride**

a. Right-Seat-Ride Program: National Training Center (NTC), For Irwin, CA; (3-5 Days)

b. Target Career Phase: All levels

c. Description: This is an opportunity for a 7-9 day rotation at the NTC, Fort Irwin, CA. The intent of this rotation is to provide participants with an opportunity to spend approximately three to four days of their rotation experiencing the art of the possible in Live, Virtual, and Constructive simulations in support of training and military operations. (See http://www.ms.army.mil/school/sorsr.html).

d. Purpose: To provide hands-on training experience at the NTC.

29. **CP36 M&S Professional Development: I/ITSEC**

a. Interservice/Industry Training, Simulation and Education Conference (I/ITSEC), Orlando, FL; (4 Days)

b. Target Career Phase: All levels

c. Description: The I/ITSEC promotes cooperation among the Armed Services, Industry, Academia and various Government agencies in pursuit of improved training and education programs, identification of common training issues and development of multiservice programs. (More details on Education and Training opportunities are at the I/ITSEC Web site.)

d. Purpose: To gain exposure to new innovations pursued by the training education, and simulation communities across the services and industry.

30. **CP36 M&S Professional Development: SIW**

a. Semi-annual Simulation Interoperability Workshop (SIW)

b. Target Career Phase: All levels

c. Description: The SIW is a semiannual event encompassing a broad range of model and simulation issues, applications and communities. The Workshop consists of a series of forums and special sessions addressing interoperability issues and proposed solutions; tutorials on state-of-the-art methodologies, tools

and techniques; and exhibits displaying the latest technological advances. (More details at the SISO website).

d. Purpose: Semi-annual event at Simulations Interoperability Standards Organization (SISO)

31. **CP36 M&S Professional Development: Annual Training Seminar**

a. Annual CP 36 Training Seminar

b. Target Career Phase: All levels

c. Description: This training seminar will cover new agenda items each year, as deemed appropriate. Subjects on training, education, professional development opportunities, ACTEDS, certification, M&S systems, Army war fighting issues, etc, will be covered.

d. Purpose: To provide CP 36 participants, and other interested personnel with knowledge of current ongoing issues in the M&S community.

32. **CP36 M&S Professional Development: SEDRIS**

a. Synthetic Environment Data Representation and Interchange Specification(SEDRIS)

b. Target Career Phase: All levels

c. Description: SEDRIS technologies provide the means to represent environmental data (terrain, ocean, air and space), and promote the unambiguous, loss-less and non-proprietary interchange of environmental data. Various opportunities are offered through workshops at the SEDRIS website.

d. Purpose: To provide the student knowledge on environmental data representation and interchange for use in modeling and simulation, geographical information systems, and C4I.

33. **CP36 M&S Professional Development: DoDAF**

a. DoD Architecture Framework (DoDAF): Federal Enterprise Architecture Certification (FEAC) Institute, Washington, DC

b. Target Career Phase: All levels

c. Description: Developed initially by the FEAC Institute of Washington DC and offered in cooperation with the California State University at Hayward, this 20 CEU professional Practitioner's Enterprise Architecture Certificate Program

covers Enterprise Architecture as mandated, used and applied in the Federal Government. The programs are presented via two in-class sessions, each balanced equally in the work to be performed in class and over a Virtual University (VU) System. FEAC is Federal Enterprise Architecture Certification. (More details at FEAC or DODAF website.)

d. Purpose: To provide knowledge of Enterprise Architecture in the Federal Government.

34. **CP36 M&S Professional Development: C4ISR**

a. Command, Control, Communications, Computers, Intelligence, Surveillance & Reconnaissance (C4ISR) – Crystal Mall Three, Arlington, VA

b. Target Career Phase: All levels

c. Description: The Joint C4ISR Decision Support Center (DSC) was established on 1 October 1996 as a Joint Analytic Center charged to identify integrated solutions to Joint C4ISR issues. The DSC conducts several wide ranging studies annually on C4ISR issues, usually in conjunction with other DoD studies. The DSC also maintains a set C4ISR databases that contain extensive information on community-wide C4ISR-related studies and characterizations of modeling and simulation tools from a C4ISR perspective. You can register for an account with the DSC at the C4ISR website. Once you have been granted a user account you will be able to access the DSC's unclassified databases. (More details at C4ISR website.)

d. Purpose: To provide the student knowledge of integrated solutions to Joint C4ISR issues.

D. ORSA Training, Education and Professional Development

The College of Professional and Continuing Education at the Army Logistics University (ALU) in Fort Lee, Virginia conducts functional education and training for operations research systems analysis (ORSA) for the Army's officers (FA-49) and civilians (Job Series 1515) in the ORSA career field. CP36 manages the civilian ORSA quotas at ALU. ALU and other ORSA offerings that can be funded by CP36 include:

1. Army Logistics University Fourteen-Week ORSA Course

a. Operations Research Systems Analysis Military Applications Course (ORSAMAC), Fort Lee, VA; (14 Weeks)

b. Target Career Phase: Entry Level

c. Description: Course includes a comprehensive block of instruction in probability and statistics, as well as a review of calculus. In addition, there is an in depth instruction in the use of computer software to conduct data analysis and spreadsheet modeling, including database structure and data retrieval. The classroom presentation will emphasize principles, demonstrate techniques of analysis, and illustrate typical applications of the analytical techniques

2. Army Logistics University One-Week ORSA Course

a. Operations Research Systems Analysis Familiarization (ORSAFAM), Fort Lee, VA (1 Week)

b. Target Career Phase: Entry Level

c. Description: ORSA Familiarization Courses provide a good ORSA introductory overview designed for personnel working with analysts or requiring the understanding of basic analytical tools.

3. Army Logistics University One-Week ORSA Course

a. Operations Research Systems Analysis Continuing Education Program, Fort Lee, VA (1 Week)

b. Target Career Phase: Manager

c. Description: Short courses designed to provide graduate or postgraduate level instruction in subjects of interest to Army operations research analysts. These courses provide professionals the opportunity to gain an in-depth knowledge of a particular subject and to keep pace with the latest developments in the field of operations research.

4. Collegiate ORSA Education (Georgia Institute of Technology)

a. Masters of Science in Operations Research: Georgia Institute of Technology), Atlanta, GA (30 Hours)

b. Target Career Phase: All Levels

c. Description: At Georgia Tech the discipline of Operations Research (OR) resides within the School of Industrial and Systems Engineering. OR at Georgia Tech has achieved the substantial research and educational presence it now enjoys across the field with approximately 45 full-time academic faculty members that conduct research in virtually every topic and sub-discipline identified with modern Operations Research. Students will typically satisfy the requirement for a masters degree with 6000-level coursework that is traditionally identified with and clearly supports the stated degree concentration of "Operations Research". A full list of approved technical electives can be found in the Academic Office as well as the Graduate Handbook.

5. Collegiate ORSA Education (George Mason University)

a. Masters of Science in Operations Research: (George Mason University), Fairfax, VA (30 Hours)

b. Target Career Phase: All Levels

c. Description: The department offers a Master of Science (M.S.) in Operations Research. Students with special interests in optimization, stochastic modeling, decision analysis, military operations research, or financial systems engineering may elect to concentrate in these areas. In addition, the department offers graduate certificates in military operations research and computational modeling. The MS program prepares students for research and professional practice in the formulation, analysis, and computer implementation of mathematical models of operational systems. Major components of the program are mathematical programming, queuing and network theories, computer simulation and modeling, applied and computational probability, and the application of these components to realistic problems.

6. Collegiate ORSA Education (University of Alabama Huntsville)

a. Masters of Science in Operations Research: (Universit of Alabama Huntsville), Huntsville, AL (36 Hours)

b. Target Career Phase: All Levels

c. Description: The Master of Science in Operations Research program is concerned with optimization, stochastic systems analysis, and operations research

applications. Areas of application include large-scale systems analysis, analysis of urban and socioeconomic systems, and management sciences. Program modules include: Introduction to Operations Research, Systems Modeling, Introduction to Digital Simulation, Linear Programming, Reliability Engineering, System Simulation etc.

7. CP36 ORSA Professional Development: AORS

a. Army Operations Research Symposium (AORS), Fort Lee, VA (2Days)

b. Target Career Phase: All Levels

c. Description: AORS occurs once each year. It is a two-day event that provides an excellent opportunity for Army Operations Research analysts to meet with their colleagues, present their best work, and exchange professional knowledge, experiences, and insights. The symposium provides a forum for sharing information and experience gained from ongoing and recently completed analyses. It also exposes practitioners to constructive critique and, in general, broadens the perspective of the analytical community.

8. CP36 ORSA Professional Development: MORSS

a. Military Operations Research Society Symposium (MORSS), Location Varies, (4 Days)

b. Target Career Phase: All Levels

c. Description: The annual MORS Symposium has been the premier opportunity for the national security community to exchange information, examine research and discuss critical national security topics. Held in various locations in June of each year, the symposium gathers over a thousand OR professionals from military, government, industry and academic to share best practices and peer-to-peer networking. Learning opportunities are offered in the Monday tutorials and are followed by three information-packed days of working group sessions. The Symposium is an opportunity to stay current and get ahead. During the Symposium, work in progress and work completed is shared.

9. CP36 ORSA Professional Development: INFORMS

a. Institute for Operations Research and the Management Sciences (INFORMS) Location Varies, (4 Days)

b. Target Career Phase: Management

c. Description: The mission of INFORMS is to lead in the development, dissemination and implementation of knowledge, basic and applied research and

technologies in operations research, the management sciences, and related methods of improving operational processes, decision-making, and management. To those ends INFORMS declared that it would strive to: a. support efforts to extend, unify and integrate related branches of knowledge and practice; b. support the free interchange of information relevant to the purposes of the Institute; c. promote greater use of this knowledge by all organizations and the general public; d. encourage the education of students and the continuing education of practitioners in these fields of knowledge; and promote high professional standards and integrity in all work done in the field.

10. Distance Learning GMU – Introduction to Decision Analysis

a. Introduction to Decision Analysis (PEVS 0505): George Mason University (GMU), Fairfax, VA; (Self-paced) via Distance Learning

b. Target Career Phase: Entry Level

c. Description: The series of twelve non-credit online synchronous short courses and the related certificate program, Introduction to Systems Engineering and Operations Research (SEOR), offers an opportunity for engineering professionals to increase their technical knowledge of systems engineering and operations research and to enhance their ability to engineer, optimize, plan, integrate, and manage the design of complex systems.

11. Distance Learning GMU – Introduction to Operations Research: Optimization

a. Introduction to Operations Research: Optimization (PEVS 0501): George Mason University (GMU), Fairfax, VA; (Self-paced) via Distance Learning

b. Target Career Phase: Entry Level

c. Description: This course introduces the generally accepted principles of optimization, concentrating on linear and integer programming and associated models. The course provides an overview of methodologies, and resources for the analyst at various levels of experience. The focus is on optimization from a practitioner's perspective, concentrating on the art of modeling while surveying the science of solution methodologies. The course provides students with an understanding of the foundations of quantitative and qualitative analysis for the decision-making process, emphasizing the generation and evaluation of very large numbers of alternatives.

12. Distance Learning AFIT – Introduction to Probability & Statistics

a. Introduction to Probability and Statistics (STAT 583): Air Force Institute of Technology (AFIT), Dayton, OH; (Self-paced) via Distance Learning

b. Target Career Phase: Entry Level

c. Description: Basic concepts of probability and statistics with computer science applications are covered. Topics include permutations and combinations; random variables; probability distributions; estimation and confidence intervals; hypothesis testing.

13. Distance Learning AFIT – Quantitative Modeling

a. Quantitative Modeling (LOGM 593): Air Force Institute of Technology (AFIT), Dayton, OH; (Self-paced) via Distance Learning

b. Target Career Phase: Entry Level

c. Description: This is an introductory course in operations research/management science. The course develops the fundamentals of building and using computer-based models to investigate the behavior of systems. Major topics covered include linear and integer programming, multiple objective optimization, and discrete event simulation. Emphasis is on understanding the mathematical concepts, their underlying assumptions, and associated terminology. Students will be expected to demonstrate their ability to identify applications, formulate appropriate models, and obtain and interpret analytical results. The focus is on managerial decision making.

14. Distance Learning UNC – Business Decision Modeling

a. Business Decision Modeling (OMGT 3223): University of North Carolina (UNC) Chapel Hill, NC; (Self-paced) via Distance Learning

b. Target Career Phase: All Levels

c. Description: Managerial problem solving and decision making skills using quantitative methods and computer skills. Registration preference given to declared and intended majors with a minimum 2.5 GPA.

15. Distance Learning Texas Tech – Statistical Data Analysis

a. Statistical Data Analysis (IE 5344): Texas Tech University, Lubbock, Texas; (Self-paced) via Distance Learning

b. Target Career Phase: All Levels

c. Description: Exploratory data analysis, graphical displays and analysis. Linear and nonlinear regression, response surfaces. Selected mainframe and microcomputer packages.

16. Industry Distance Learning MathWorks – Computational Mathematics Tutorial

a. Computational Mathematics Tutorial: MathWorks; (160 Minutes) via Distance Learning

b. Target Career Phase: All Levels

c. Description: Learn to use MATLAB and Optimization Toolbox™ for applying numerical methods. Start now! Some knowledge of MATLAB and Simulink is required; the MATLAB and Simulink tutorials fill this prerequisite. Includes Linear Algebra, Solving Ordinary Differential Equations, Data Fitting and Working with Nonlinear Equations. Learn using interesting case studies, such as medical imaging, web page ranking, commodities pricing, spacecraft landing, and electricity consumption data.

E. Army-Wide Short Term Competitive Training for CP36 Careerists

Training that is 120 calendar days or less is considered short-term training. Training instances may include, but are not limited to, professional workshops, seminars, and university courses. Workshops and seminars must have a demonstrated training purpose and must be documented in this ACTEDS Plan for CP36 or in the Individual Development Plans, or requested 60 days in advance.

1. Army-Wide Short Term for CP36 Careerists - PPBES

   a. Planning, Programming, Budgeting Execution System (PPBES), USA Finance School, Fort Jackson, SC; (1 Week)

   b. Target Career Phase: Specialist/Journeyman/Manager level. Students in positions requiring knowledge of PPBES.

   c. Description: This is a one week, four days course. The course covers Resource Management organizations and functions; budgeting, review and analysis, RDA management, special appropriations management; commercial activities; cost analysis; economic analysis; installation management programs; total Army quality; commitment and obligation principles and rules; manpower and force structure management; management controls; auditing, flow, receipt and administrative control of funds; fiscal code; working capital funds. This course is offered at the USA Finance School, Fort Jackson, SC.

   d. Purpose: To provide the student with knowledge of PPBES at the intermediate level.

2. Army-Wide Short Term Training for CP36 Careerists - COR

   a. Contracting Officer's Representative (COR): Army Logistics Management College (ALMC), Fort Lee, VA; (1 Week)

   b. Target Career Phase: This course is opened to any personnel who work with contractors in their daily functional areas.

   c. Description: ALMC provides training to individuals so they can be certified by their contracting officer to become CORs. Discussions focus on services, supplies medical and
   construction contracts. The course is designed to help the student become familiar with statutory laws and regulations that govern the contracting process with emphasis on the Federal Acquisition Regulation and Defense Federal Acquisition Regulations.

   d. Purpose: This course provides the student with an overview of the contracting process, with the major emphasis in contract administration.

3. Army-Wide Short-Term Competitive Training for CP36 Careerists – Capabilities Developers Course

a. Capabilities Developers Course: Army Logistics Management College, Fort Lee, VA; (2 Weeks)

b. Target Career Phase: Civilian personnel (specialist/journeyman/managers in the fields of 132 (intelligence), 301 (general), 343 (management), 345 (program), 346 (logistics management), 393 (communications), 801 (engineer), 803 (safety engineer), 1515 (operations research), or other appropriate career fields. NOTE: Interns must attend ALMC-TI [Combat, Training, Doctrine Developers Integration Course (CTDDIC)] prior to attendance at the Combat Developers Course. All CP 36 personnel at the targeted grade levels are eligible to compete for these programs. The nomination and selection process is managed through the chain of command, by the Office of the Assistant Secretary of Army (Manpower and Reserve Affairs) (OASA (M&RA).

c. Description: The processes covered in this course focuses on determining, documenting, and processing war fighting concepts, future operational capabilities, and doctrine, organization, training, materiel, leader development, personnel and facilities (DOTMLPF) requirements. This course concentrates on inputs to the joint capabilities integration and development system (JCIDS) process; its sub-process and products; its relationship to the planning, programming and budget execution systems (PPBES); and its relationship to the acquisition process. The PPBES is presented as the means of prioritizing, funding, integrating and synchronizing solutions to the identified need. The JCIDS process and the acquisition process (materiel life cycle model) provide the structure used to tie together blocks of instruction in the course. During this course, students are organized into an integrated concept team (ICT). In the ICT forum, teams will research problems, prepare documentation, and present briefings needed to initiate solutions to achieving actual operational capabilities. Students also gain familiarity with various TRADOC and other acquisition organizations they will interact with during their assignment as combat developers. This is a two-week course. (See http://www.almc.army.mil/ALU_COURSES/ALMCCD-MAIN.htm for more information)

d. Purpose: This course provides knowledge on the processes used to achieve desired joint and Army war fighting capabilities needed for the 21st century.

4. Army-Wide Short-Term Competitive Training for CP36 Careerists – Combat, Training and Doctrine Developers Integration Course

a. Combat, Training and Doctrine Developers Integration Course: Army Logistics Management College, Fort Lee, VA; (Resident 2-Weeks; Distributed Learning – 13 Weeks)

b. Target Career Phase: CP 36 interns (This is a CP 32 course, but it is open to interns from other career programs. The nomination and selection process is managed through the chain of command, by the Office of the Assistant Secretary of Army (Manpower and Reserve Affairs) (OASA (M&RA).

c. Description: This course will provide the doctrine developers, combat developers and training developers with skills and knowledge to integrate the basic concepts and principles of doctrine, combat and training developments as part of the requirements determination and acquisition process. The course will orient students to the relationships of the three disciplines and the efficiencies to be gained by coordinating and integrating requirements throughout the planning process. The course will provide a foundation for subsequent courses that address the technical aspects of each discipline.

d. Purpose: To provide interns with knowledge of Combat, Training and Doctrine Development.

4. Army-Wide Short-Term Competitive Training for CP36 Careerists – Basic Force Management Course

a. Basic Force Management Course - The Army Force Management School, Fort Belvoir, VA; (2 Weeks)

b. Target Career Phase: Below the Journey level. The nomination and selection process is managed through the chain of command, by the Office of the Assistant Secretary of Army (Manpower and Reserve Affairs) (OASA (M&RA).

c. Description: This is a two-week course. This course is designed to educate and train military and civilian personnel in the basics of Army Force Management. The course provides instruction in functions and processes employed in raising, provisioning, sustaining and maintaining, training and resourcing the Army. Instruction includes the "why" and "how to" of determining force requirements and alternative means of resourcing in order to accomplish Army functions and missions. The lessons provide a systematic investigation/overview of "How the Army Runs". The course familiarizes students with force management processes, from the determination of force requirements to the resourcing of requirements including the allocation of resources and the assessment of their utilization in order to accomplish Army functions and mission in a joint/combined environment.

d. Purpose: Educate and train military and civilian personnel with the "why" and "how to" of determining force requirements and alternative means of resourcing, in order to accomplish Army functions and missions.

F. Army-Wide Long-Term Competitive Training

Long-term training (LTT) and education is training to which an employee is assigned on a continuous, full-time basis for more than 120 calendar days. The assignment may be at either government or non-government facilities and may include both formal training programs and strategically planned career assignments. Long-term training enables employees to stay abreast of changes and innovations in their occupational fields, learn new skills or develop/improve abilities needed in current or future positions and meet emerging Army requirements.

The following are descriptions of the principal Army-wide competitive training programs. All CP 36 careerists at the targeted grade levels are equally eligible to compete for these programs. For the Senior Service Colleges and Fellowships, the nomination and selection process is managed through the Office of the Assistant Secretary of the Army (Manpower and Reserve Affairs (OASA M&RA)). Additional details are included in the "ACTEDS Training Catalog," updated each fiscal year by the OASA (MR&A) and distributed through civilian personnel channels. The catalog is also available on the World Wide Web. The address is http://www.cpol.army.mil/.

1. Army-Wide Long-Term Competitive Training – National War College

   a. National War College (NWC): Fort McNair, Washington, DC; (10 Months)

   b. Target Career Phase: Manager/5 slots Army-wide; 4 for DLAMP

   c. Description: The curriculum focuses on broad-based national security decision-making for senior policy makers in a dynamic world environment. The academic program emphasizes postgraduate, executive-level education rather than training, and enduring principles and concepts rather than transient contemporary events. The curriculum consists of interrelated courses that are presented in a balanced mix of seminars and lectures. The program employs the case-study method, complemented by extensive student reading, written and oral presentations, classroom analysis, lectures by faculty members and prominent outside authorities, and a field study program.

   d. Purpose: To prepare selected personnel for high-level policy, command, and staff responsibilities by acquiring knowledge of national security strategy.

   e. Executive Core Qualification(S) (Associated OPM Leadership Competencies):
      (1) Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)
      (b) Leading People (Conflict Management, Integrity/Honesty, Cultural Awareness, Team Building)

(c) Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
(d) Business Acumen (Financial Management, Technology Management, Human Resources Management)
(d) Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

(6) Nomination Procedures: Minimum grade GS-14 or pay band. Suspense dates (usually November 1 of each year to the OASA (M&RA)/Civilian Personnel Management Directorate and specific procedures announced annually by OASA (M&RA)). Candidates nominated for this course must build in sufficient lead-time based on Installation and ACOM level approval processes.

2.. Army-Wide Long-Term Competitive Training – ICAF

(1) Industrial College of the Armed Forces (ICAF): Fort McNair, Washington, DC; (10 Months)

(2) Target Career Phase: Manager/16 slots Army-wide; 7 for DLAMP

(3) Description: The curriculum focuses on broad-based national security decision-making for senior policy makers in a dynamic world environment. The academic program emphasizes postgraduate, executive-level education rather than training, and enduring principles and concepts rather than transient contemporary events. The curriculum consists of interrelated courses that are presented in a balanced mix of seminars and lectures. The program employs the case-study method, complemented by extensive student reading, written and oral presentations, classroom analysis, lectures by faculty members and prominent outside authorities, and a field study program.

(4) Purpose: To prepare selected personnel for senior leadership and staff positions by conducting postgraduate, executive-level courses of study and associated research dealing with the resource component of national power, with special emphasis on materiel security strategy for peace and war.

(5) Executive Core Qualification(s) (Associated OPM Leadership Competencies):

(a) Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)
(b) Leading People (Conflict Management, Integrity/Honesty, Cultural Awareness, Team Building)
(2) Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)

(3) Business Acumen (Financial Management, Technology Management, Human Resources Management)
(4) Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

f. Nomination Procedures: For grades GS-14/15 or pay band equivalent. Suspense dates (usually 1 November of each year to the OASA (M&RA)/civilian Personnel Management Directorate and specific procedures announced annually by OASA (M&RA). Candidates nominated for this course must build in sufficient lead-time based on Installation and ACOM level approval process.

3. Army-Wide Long-Term Competitive Training – Army War College

a. Army War College (AWC): Carlisle Barracks, PA – Resident; (10 – 12 Months)

b. Target Career Phase: Manager/14 slots Army wide; 4 for DLAMP

c. Description: Ten to twelve month professional development course focusing on the role of land power, as part of a joint or combined force, in support of the US national military strategy. The curriculum emphasizes theory, concepts, systems and the national security decision-making process. It teaches through numerous case studies, exercises and war games. The student seminar group is the fundamental learning vehicle at the school. Nomination procedures: For grades GS-14/15 and high potential GS-13s or equivalent grades. Suspense dates (usually 1 November of each year) to the OASA (M&RA)/Civilian Personnel Management Directorate and specific procedures announced annually by OASA (M&RA). Candidates nominated for this course must build in sufficient lead-time based on Installation and ACOM level approval process.

d. Purpose: To prepare selected personnel for leadership responsibilities in a strategic security environment during peace and war.

e Executive Core Qualification(s) (Associated OPM Leadership Competencies):
(1) Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)
(2) Leading People (Conflict Management, Integrity/Honesty, Cultural Awareness, Team Building)
(3) Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
(4) Business Acumen (Financial Management, Technology Management, Human Resources Management)
(5) Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

4. Army-Wide Long-Term Competitive Training – Army War College ACC

a. Army War College (AWC) - Corresponding Studies - (2 Years)

b. Target Career Phase: Manager/9 slots Army wide ; 7 for DLAMP

c. Description: Two year professional development course, including 22 resident academic days during midcourse and end-of-course periods.

d. Purpose: To prepare selected personnel for leadership responsibilities in a strategic security environment during peace and war.

e. Executive Core Qualification(s) (Associated OPM Leadership Competencies):

(1) Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)
(2) Leading People (Conflict Management, Integrity/Honesty, Cultural Awareness, Team Building)
(3) Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
(4) Business Acumen (Financial Management, Technology Management, Human Resources Management)
(5) Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

f. Nomination Procedures: For grades GS-14/15 and high potential GS-13s or pay bands equivalents. Suspense dates (usually 1 November of each year) to the OASA (M&RA)/Civilian Personnel Management Directorate and specific procedures announced annually by OASA (M&RA).

5. Army-Wide Long-Term Competitive Training - ACFP

a. Army Congressional Fellowship Program (ACFP) - Washington, DC; (6-12 Months)

b. Target Career Phase

c. Description: Six or 12-month professional development assignment, providing instruction and hands-on experience in a congressional office through training and developmental activities including three weeks of intensive briefings on the operations and organization of the Congress; a full-time assignment on the staff of a member, committee, or support agency or organization of the Congress; and frequent seminars during the work assignment on Capitol Hill.

d Purpose: Provides assignments for personnel whose current or prospective positions may require working knowledge of the operations of the Congress.

e. Executive Core Qualification(S) (Associated OPM Leadership Competencies):
(1) Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)
(2) Leading People (Conflict Management, Integrity/Honesty, Cultural Awareness, Team Building)
(3) Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
(4) Business Acumen (Financial Management, Technology Management, Human Resources Management)
(5) Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

f. Nomination Procedures: For grades GS-14/15 or pay band equivalents. Suspense dates (usually November 1 of each year) to the OASA (M&RA)/Civilian Personnel Management Directorate and specific procedures announced annually by OASA (M&RA).

6. Army-Wide Long-Term Competitive Training - CGSOC

a. Command and General Staff Officer Course (CGSOC), Fort Leavenworth, KS

b. Target Career Phase: GS 13-14 or pay band equivalents

c. Description: The Command and General Staff School (CGSS) curriculum addresses the contemporary operating environment and provides instruction addressing full spectrum Army Joint, Interagency and Multinational environment. You will find the courseware challenging, thought provoking, and interesting. Upon graduation you will find yourself better prepared to operate across the broad spectrum of operations demanded of today's field grade officer. Throughout this circular the words "he" and "his" represent both the masculine and feminine genders unless otherwise specifically stated. The goals of the college are to 1) education leaders; 2) act as executive agent for leader development; 3) develop doctrine; and promote and support advancement of military art and science.

d. Purpose: The US Army CGSC develops leaders prepared to execute full spectrum joint, interagency, intergovernmental, multinational operations, advances the profession of military art and science, and supports operational requirements.

e. Executive Core Qualification(S) (Associated OPM Leadership Competencies):
(1) Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)

(2) Leading People (Conflict Management, Integrity/Honesty, Cultural Awareness, Team Building)
(3) Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
(4) Business Acumen (Financial Management, Technology Management, Human Resources Management)
(5) Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

7. Army-Wide Long-Term Competitive Training - SARSF

a. Secretary of the Army Research and Study Fellowships (SARSF), Washington, DC

b. Target Career Phase: Managers/1-5 slots Army wide

c. Description: Fellowships are awarded for 6 to 12 months to include study or research at institutions of higher learning or in comparable educational or research environments which best support the project.

d. Purpose: To support study and research on selected projects relevant to the Army's mission, develop and increase the use of the best talents among Army career civilians, and support basic creativity of selected individuals.

e. Executive Core Qualification(s) (Associated OPM Leadership Competencies):

(1) Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)
(2) Leading People (Conflict Management, Integrity/Honesty, Cultural Awareness, Team Building)
(3) Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
(4) Business Acumen (Financial Management, Technology Management, Human Resources Management)
(5) Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

f. Nomination Procedures: For grades GS-12 and above or pay band equivalents. Suspense dates (usually 1 November of each year) to the OASA (M&RA)/Civilian Personnel Management Directorate and specific procedures announced annually by OASA (M&RA).

G. University Long-Term Training/Professional Development

Army Civilian Training, Education, and Development System (ACTEDS) funding allows the CP 36 Functional Chief Representative (FCR) to approve and fund training at various colleges and universities and to provide professional development opportunities. University Long-Term Training (LTT) provides a valuable learning experience and competitive edge for future advancement in leadership positions to those attending. It is also a useful means to cultivate equal employment opportunity objectives for minorities, women and disabled employees. Tuition and book costs are centrally funded. Per diem and travel expenses are funded on a case by case basis. Generally it is easier to approve university LLT in a careerist's local area so that per diem and travel will not be required.

University LLT is competitively available to CP 36 Army civilians (GS-11 or above, GS-9 in full performance positions or pay band equivalents). Careerists develop their own course of study with a local college or university. Courses to be studied are flexible depending on the background of the CP 36 careerists and advice or recommendations made by their immediate supervisor. Studies may be pursued full-time or part-time.

Careerists must complete an application packet comprising of the following forms that can be found at this link: http://cpol.army.mil/library/train/catalog/pkt_adt.html

(1) Academic Degree Training Application Form - For ACTEDS Funding
(2) Academic Degree Training Applicant Statement (500 words or less)
(3) Letter of Acceptance from Accredited institution
(4) Continued Service Agreement - On line
(5) Ethnicity and Race Identification Form (SF 181) - On line
(6) Resume (includes list of government-sponsored training and individual courses funded by ACTEDS)
(7) Academic Degree Plan Form - On line
(8) Validation of Requirement/Utilization Plan from the Employee's Supervisor (NTE 500 words) - On line
(9) Career Program Functional Review Form - On line
(10) Request for Central Resource Support Form - On line
(11) Other Career Program unique documents
(12) Endorsement from the Commander or designated representative of the appropriate Army Command (FORSCOM, TRADOC, AMC), Service Component Command, or Direct Reporting Unit. Employees who work for an Army Staff Principal, Headquarters Department of the Army, the Army Staff, or a Program Executive office must obtain endorsement from the Administrative Assistant to the Secretary of the Army (AASA).
(13) Other Command unique documents

- Most recent performance appraisal
- Endorsement cover letter on letter head

ANNEX A

1. Bachelor of Science Degree in M&S Engineering

   a. Bachelor of Science Degree in Modeling and Simulation Engineering; Old Dominion University, Norfolk, VA

   b. Description: In order to receive a bachelor's degree in M&S engineering, a student will be required to earn a total of 128 credit hours, which is in line with undergraduate engineering programs nationally. The program will require 41 credit hours of course work in modeling and simulation engineering core subject areas; 32 credit hours of course work in math and science; 37 credit hours of general education course work; 11 credit hours of additional requirements and elective course work; and a seven-hour capstone experience. This program will become available in the Fall of 2010.

   c. Purpose: With the spread of computer technology in the 1990s, the applications for M&S technology have expanded to many fields, from medicine to disaster preparedness.

2. Master of Engineering and Master of Science in M&S

   a. Master of Engineering and Master of Science, Study in Modeling and Simulations-Old Dominion University, Norfolk, VA; (30 Credit Hours)

   b. Description: The Master of Engineering and the Master of Science in Engineering with a Concentration in Modeling and Simulation each require 30 hours of graduate credit. The Master of Science in Engineering with a Concentration in Modeling and Simulation requires six hours of thesis credit. The Master of Engineering with a Concentration in Modeling and Simulation requires three hours of credit through a capstone course. In addition to the thesis and capstone requirement, 12 credit hours of foundation courses and 3 credit hours of graduate-level statistics are required. Foundation courses focus on the topics of discrete-event simulation, systems modeling, project management, and human/computer interaction. Nine to twelve (9 to 12) elective credits are necessary to complete the degree requirements. The Graduate Program Director works with each student to select the courses that both meet the needs of the student and also follow an acceptable and appropriate theme.

   c. Purpose: These degree programs have the objectives of being integrative across disciplines, discovery producing, and job-oriented. A significant resource to the program is the Virginia Modeling, Analysis and Simulation Center (VMASC) whose primary purposes include the advancement of the state-of-the-art in modeling and simulation through research and development and the transfer of modeling and simulation technology to industry, education, and government. Numerous industrial partners as well as local Department of Defense organizations, including the Joint Training Analysis and Simulation Center

(JTASC) and other elements of the Joint Forces Command, the U.S. Air Force, the U.S. Army, and the U.S. Navy, share constituent interest in this center.

3. Master of Engineering in M&S

a. Master of Engineering in Modeling and Simulation; Arizona State University Tempe, Arizona; (30 Credits Hours)

b. Description: The Master of Engineering degree program offers an area of study in Modeling & Simulation at ASU (Arizona State University). This track offers specialized courses founded on the fundamentals and principles of simulation modeling and software engineering. The applications of modeling and simulation (M&S) incorporate state-of-the-art engineering advances with a focus on systems of the future. T he main academic emphasis includes defense applications, large-scale computer and supply chain networks, software factory, and intelligent systems. Students will learn about key technical barriers faced by government organizations - e.g., those set to institutionalize M&S such as MSCO (Modeling and Simulation Coordination Office), - and others in developing increasingly complex decision-making systems. In addition, students will become skilled in M&S science, enabling them to engineer novel solutions for multifaceted problems that the Departments of Defense and Homeland Security, commercial industries, and private and non-profit agencies must contend with.

c. Purpose: Advancements within computer science and engineering are accelerating rapidly, challenging the visionary engineer to find a place in the intensely competitive world of high technology. The online graduate professional program will connect you to the challenges of global integration and prepare you for the many exciting career possibilities the 21st century promises.

4. Modeling, Virtual Environments and Simulation (MOVES)

a. Master of Science (M.S.) and Doctor of Philosophy (Ph.D), Modeling, Virtual Environments and Simulation (MOVES); Naval Postgraduate School MOVES Institute, Monterrey, CA; (2 Years).

b. Description: The Modeling, Virtual Environments and Simulation (MOVES) Academic Program of the Naval Postgraduate School provides the MS and Ph.D. student both fundamental and specialized courses in applied visual simulation technology and the application of quantitative analyses to human-computer interaction in simulation technology. The MS program is a two-year, eight-quarter program whose core covers the fundamentals of computer science, human-computer interaction, and data analysis. These topics include object-oriented programming, artificial intelligence, computer communications and networks, computer graphics, virtual worlds and simulation systems, probability, statistics, stochastic modeling, data analysis, human-performance evaluation and human-behavior modeling. Specialization by the MS student is accomplished by

completing course blocks providing depth in a selected area. There are eight blocks available of which the student must select three. Once the MOVES core courses have been taken and while the specialization courses are underway, the final step in the MS degree is the completion of a written thesis. This thesis is usually conducted on a research problem specified by a MOVES faculty thesis advisor. MOVES has a program leading to the degree Doctor of Philosophy. Areas of special strength in the group are networked virtual environments, adaptable software agents, human factors in virtual environments, physically based modeling for virtual environments, modeling human and organizational behavior, discrete-event systems modeling, data and model visualization, and combat modeling.

c. Purpose: This curriculum is designed for research, application and education in the grand challenges of modeling, virtual environments, and simulation. The research product directions include 3D visual simulation and networked virtual environments, computer-generated autonomy and computational cognition, human-performance engineering and Immersive technologies, Game-based simulation, learning and analysis, and combat modeling and analysis.

5. Masters in Operations Research

a. Military Operations Research Master's Degree, George Mason University, Fairfax, VA.

b. Description: The Department offers a master's degree in operations research with a concentration in military operations research. The program is designed to provide the knowledge, tools and techniques necessary to support military decision making with quantitative analysis. Our students include active-duty military personnel, government employees, and commercial contractors both domestic and from abroad.

c. Purpose: The program focuses in particular on analysis to support defense decisions at the national level, a focus most pertinent in the Washington DC area. There is also a certificate program appropriate for students who cannot complete all the requirements for a master's degree in operations research, but who want concentrated study in military modeling. It is also appropriate for those who already possess a quantitative master's degree and want concentrated studies in military modeling.

6. Masters of Science in Operations Research

a. Masters of Science in Operations Research, Georgia Tech, Atlanta, GA (30 Credits Hours)

b. Description: Students will typically satisfy this requirement with 6000-level coursework that is traditionally identified with and clearly supports the stated

degree concentration of "Operations Research". In addition to relevant Industrial and Systems Engineering offerings, courses may be taken in other fields such as computing and mathematics. Selected courses at the 4000-level may be allowed subject to the approval of the student's advisor and the Associate Chair for Graduate Studies.

c. Purpose: Regarding prerequisite coursework for the masters degree in Operations Research, it is to be understood that candidates pursuing any of the the degree should have or be willing to attain a mathematics background essentially equivalent to the first two years of an engineering degree, including exposure to a course in linear algebra. In addition, solid undergraduate-level courses in probability, statistics, and the fundamental methodologies of operations research will be required before enrolling.

7. Masters of Science in Operations Research

a. Masters of Science in Operations Research ,Florida Institute of Technology, Melbourne, FL (30 Credits Hours)

b. Description: The Master of Science in Operations Research offers concentrations that emphasize those areas of application most in demand in today's job market. Graduates have skills that include probability and statistics, deterministic and stochastic models, optimization methods, computation and simulation, decision analysis and the ability to effectively communicate with clients and managers. In addition, graduates have a breadth of knowledge that allows them to work in teams, interacting with people who bring different expertise to a problem. All areas involve expertise with standard computer software packages..

c. Purpose: The program's curriculum is designed to provide breadth with some flexibility to accommodate the diversity of backgrounds typically found in an operations research program. Greater flexibility is provided for the elective courses beyond the core. A student has the choice of developing greater depth in one area of specialization, aiming at eventual research in that area, or continuing to develop breadth across more than one area.

8. Doctor of Philosophy in Engineering with a concentration in M&S

a. Doctor of Philosophy in Engineering with a concentration in Modeling and Simulation; Old Dominion University, Norfolk, VA; (Coursework - 24 Credit Hours) – (Dissertation Research – 24 Hours)

b. Description: A major focus of the Ph.D. degree is the conducting of independent, original research in an area of modeling and simulation. The program of study for the modeling and simulation concentration is developed with the approval of the student's advisor and advisory committee. The program shall

consist of a minimum of 24 credit-hours of course work beyond the Master's degree plus 24 hours of dissertation work.

c. Purpose: The Modeling and Simulation Ph.D. Program is for students who have completed bachelor's and/or master's degrees in a science and/or engineering based discipline with heavy emphasis on analytical models and analysis. Fields could include all engineering disciplines, physics, chemistry, psychology (human factors), economics, as well as certain life and earth sciences.

9. Doctor of Philosophy in M&S

a. Doctor of Philosophy in Modeling and Simulation; Master of Science, Modeling and Simulation, University of Central Florida, Orlando, Fl; (At least 30 Credit Hours)

b. Description: The Master of Science (M.S.) in Modeling and Simulation prepares scientists who can work with interdisciplinary teams to use simulation and modeling in solving important problems in both the public and private sectors. The Doctor of Philosophy (Ph.D.) in Modeling and Simulation is primarily intended for students with an academic or work background in mathematics, engineering, or computer science who wish to pursue a career in academia, defense, entertainment, or manufacturing.

c. Purpose: Input from industry and government M&S users and developers have been instrumental in identifying the key competencies for M&S professionals and have been critical to the development of this curriculum. The purpose of simulation is to evaluate the behavior of the human(s), organization, equipment, and/or systems under study through the evaluation of output from the corresponding simulation construct. Due to the scale and complexity of modeling and simulation, practitioners have developed both generalized and specialized skills, and this curriculum comprises both.

10. MS & PhD in M&S

a. Master of Science (M.S.) and Doctor of Philosophy (Ph.D), Modeling and Simulation; the Center for Modeling, Simulation, and Analysis, University of Alabama, Huntsville (2 years)

b. Description: Two options are available for the master's degree: The thesis option requires completion of 24 credit hours of course work and 6 credit hours of thesis research, for a total of 30 credit hours. The non-thesis option requires completion of 33 credit hours of course work and a final comprehensive examination. The graduate Studies policies on transfer courses and degree timelines apply. (For more information, see http://catalog.uah.edu/preview_program.php?catoid=5&poid=375&returnto=97)

c. Purpose: This curriculum is designed for research and development in modeling and simulation and systems engineering. The Mast of Science in M&S program prepares students for careers as simulation professionals in government and industry, teachers of modeling and simulation at the high school or junior college level, and advanced graduate studies in modeling and simulation or related disciplines. The program of study includes a required set of core courses addressing M&S fundamentals and a set of approved elective courses facilitating a more detailed study of M&S fundamentals or addressing application areas for M&S.

11. Doctor of Philosophy in Operations Research

a. Doctor of Philosophy in Operations Research; Florida Institute of Technology, Melbourne, FL

b. Description: The doctoral program in operations research does not fall within the traditional boundaries of a single discipline. The scope is broad and interdisciplinary. Consequently, every course in a student's program of study is evaluated in terms of how it complements other courses and provides breadth and depth to the program. Considerable latitude is permitted in course selection, provided the core requirements for operations research/mathematics/computation are met. The remaining courses are selected in collaboration with the doctoral committee according to the interests and research objectives of the student.

c. Purpose: The doctor of philosophy program provides a more advanced level of education, as well as demonstrated ability to perform independent research. These additional strengths should qualify the graduate for vital positions of leadership in industry, business, government and academia.

H. Courses for New SES Members and Executive Professionals

Statute requires the continuing professional development of SES members. The SES Development Program is customer-focused and combines mandatory and optional institutional training, operational assignments, and self-development activities. Mandatory development courses facilitating the transition to SES are:

1. APEX Orientation Program Objectives - HQDA, Washington, DC; (2 Weeks)

a. Target Career Phase: Mandatory General Officers and SES Members (within 1 year of appointment to the SES)

b. Description: The program addresses issues and topics of common concern, regardless of Component affiliation including DOD goals and priorities; the Joint Chiefs and Joint Commands; Component plans and perspectives; Service structures; acquisition; budget and financial administration; personnel and resources; leadership; evolving issues; logistics; diversity; ethics; integrity;

conflict of interest; and protocol. The program includes a one-week residential seminar and a week of travel to four Unified Combatant Commands and neighboring military week is to enhance the participants' knowledge of the joint military environment and give them a greater appreciation of the roles and responsibilities of U.S. service members.

c. Purpose: The objective of the APEX orientation course is to improve the newly appointed executive's effectiveness on the job through enhanced leadership and decision making strategies, an increased understanding of the Department's structure and processes critical to its operation, the integration of DOD and Component priorities, and by fostering a sense of jointness.

d. Executive Core Qualification(s) (Associated OPM Leadership Competencies):
(1) Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)
(2) Leading People (Conflict Management, Integrity/Honesty, Cultural Awareness, Team Building)
(3) Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
(4) Business Acumen (Financial Management, Technology Management, Human Resources Management)
(5) Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

2. Force Management Course for Senior Leaders: Army Force Management School, Humphreys Hall Fort Belvoir, VA 22060; (1 Week)

a. Target Career Phase: Executive/General Officer (within one year of appointment to the SES)

b. Description: The school will provide information packets approximately four weeks prior to the course date.

c. Purpose: To familiarize senior leaders with the how and why of determining force requirements and alternative means of resourcing requirements in order to accomplish Army functions and missions as related to their executive management positions within the joint/combined arena.

d. Executive Core Qualification(s) (Associated OPM Leadership Competencies):
(1) Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)
(2) Leading People (Conflict Management, Integrity/Honesty, Cultural Awareness, Team Building)
(3) Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)

(4) Business Acumen (Financial Management, Technology Management, Human Resources Management)
(5) Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

3. Senior Executive Diversity Awareness Training (SEDAT) - Defense Equal Opportunity Management Institute (DEOMI). Patrick AFB, FL 32925-3399; (2 Days)

a. Target Career Phase: Executive/General Officer (within one year of appointment to the SES)

b. Description: DEOMI will provide information packets approximately four weeks prior to the course date. Participants will be asked to complete an EO/EEO Climate Survey prior to course date.

c. Purpose: To enhance the leadership skills required to manage a diverse workforce effectively.

d. Executive Core Qualification(s) (Associated OPM Leadership Competencies):
(1) Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)
(2) Leading People (Conflict Management, Integrity/Honesty, Cultural Awareness, Team Building)
(3) Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
(4) Business Acumen (Financial Management, Technology Management, Human Resources Management)
(5) Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

4 Leadership at the Peak (LAP), Center for Creative Leadership, Colorado Springs, Colorado; (5 Days); Davos, Switzerland

a. Target Career Phase: For executives with 15-plus years of management experience, who have leadership responsibility for 500 or more people and/or executive staff functions. Admission is by application only.

b. Description: This dynamic program blends self-discovery, self-development and fitness activities and sets it all against a backdrop of real-world business themes.

c. Purpose: This program gives top executives a comfortable, secure environment in which to evaluate their leadership style and effectiveness and

focus on high-level challenges in the company of their peers. It is one of the most highly regarded programs of its kind in the world.

d. Executive Core Qualification(s) (Associated OPM Leadership Competencies):
(1) Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)
(2) Leading People (Conflict Management, Integrity/Honesty, Cultural Awareness, Team Building)
(3) Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
(4) Business Acumen (Financial Management, Technology Management, Human Resources Management)
(5) Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

5. Army Senior Leader Communications Workshop, Office of the Chief of Public Affairs, Pentagon; (3 Hours)

a. Target Career Phase: Senior Leaders

b. Description: Each senior leader spends approximately an hour in the workshop with one of the Army's top media trainers, discussing skills and techniques needed for successful interviews. Next, its time to put the skills to the test. You will have the opportunity to be interviewed in three or four relevant scenarios. After taping each interview, the facilitator will review and critique the tape with you, offering helpful tips on how to improve for the next interview.

c. Purpose: An extensive, individualized training program is developed for each participant using scenarios and issues relevant to their area of expertise and experience.

d. Executive Core Qualification(s) (Associated OPM Leadership Competencies):
(1) Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)
(2) Leading People (Conflict Management, Integrity/Honesty, Cultural Awareness, Team Building)
(3) Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
(4) Business Acumen (Financial Management, Technology Management, Human Resources Management)
() Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

6. OPM : Senior Executive Service Briefing for New Executives, Office of Personnel Management, Washington, DC; 2 Days

a. Target Career Phase: Executive/General Officer

b. Description: The SES Briefing covers topics of interest to Government executives and provides insights on domestic and foreign policy issues. Topics include: The SES: Past, Present & Future, working with congress, and critical issues facing executive branch departments and agencies. The program concludes with a Judge administering the oath of office. Optional developmental seminars and courses designed to enhance the leadership skills of seasoned executives are available from a variety of sources. Eligible Career SES may apply for sabbaticals to broaden their experience. Some sources and types of optional developmental seminars and courses are listed on the following pages.

c. Executive Core Qualification(S) (Associated OPM Leadership Competencies):

(1) Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)
(2) Leading People (Conflict Management, Integrity/Honesty, Cultural Awareness, Team Building)
(3) Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
(4) Business Acumen (Financial Management, Technology Management, Human Resources Management)
(5) Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

7. National Security Management Course, Syracuse University (2 Week Resident Course)

a. Target Career Phase: Executive/General Officer

b. Description: Designed for mid-level officials in both the public and private sectors, the National Security Management Course (NSMC) is a two-week resident course of instruction exploring the range of management challenges in the field of national security. Effective managers dealing with a myriad of national-security matters must be familiar with the process and implementation considerations that can often determine the success or failure of public policy initiatives. Devising coherent strategies to carry out the policy is equally as important as a thorough understanding of the policy objectives.

c. Executive Core Qualification(s) (Associated OPM Leadership Competencies):

(1) Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)

(2) Leading People (Conflict Management, Integrity/Honesty, Cultural Awareness, Team Building)
(3) Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
(d) Business Acumen (Financial Management, Technology Management, Human Resources Management)
(5) Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

8. Harvard University Program for Senior Executive Fellows (SEF): 4 Weeks; Mrs. Valerie Peyton 703-325-0615; Email: valerie.peyton@us.army.mil

a. Target Career Phase: Executive/General Officer

b. Description: Participants are expected to contribute their professional expertise to complement the program's learning experience, and are selected to reflect a broad cross-section of functional and operational responsibilities. The program is a unique opportunity to gain perspectives on public policy and management, to strengthen managerial skills and to acquire insights into managerial practice, and to interact across agency and executive-legislative branch boundaries.

c. Purpose: To build executive skills in political and public management, negotiation, human resource management, policy-making, organizational strategy, communication, ethics and leadership.

d. Executive Core Qualification(s) (Associated OPM Leadership Competencies):
(1) Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)
(2) Leading People (Conflict Management, Integrity/Honesty, Cultural Awareness, Team Building)
(3) Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
(4) Business Acumen (Financial Management, Technology Management, Human Resources Management)
(5) Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

9. Army Senior Fellows Program (ASFP) 2008-2010; This is a two-year program. Ms. Vern Carter, Training Management Branch, Training Management Office, 703-325-2456, (DSN 221-2456). Email: vern.carter@us.army.mil.

a. Target Career Phase: Executive/General Officer

b. Description: The program director will select Six (6) fellows annually. This highly sought after developmental opportunity will accomplish the following goals:

(1) Establish SES succession planning goals and facilitate meeting those goals based on the Executive Core Qualifications (ECQs)
(2) Create a venue that contributes to creating a high-quality SES leadership corps whose skills rival those of their General Officer counterparts
(3) Create a civilian bench that recognizes and managers talent
Introduce senior fellows to today's challenges and prepare them to tackle the Army on our horizon by:
(4) Preparing fellows for the variety of challenges they will face as Army executives
(5) Exposing fellows to the best leaders in the Army, Federal Government and Industry
(6) Provides comprehensive curricula which includes:

- Exposure to how the Army operates as a business
- Classroom work
- Interagency, industry expertise and congressional experience
- On-the-job training
- Feedback via mentoring and coaching
- Field experience
- Senior Government and Corporate speakers
- Leadership and Management workshops

c. Purpose: This specialized program is designed to further the professional development of senior Army employees in order to create a cadre of high potential candidates for Army executive positions. The Senior Fellows program creates a venue that will contribute to the creation of a high quality SES leadership corps whose skills are equal to those of their General Officer counterparts. Successful applicants will experience classroom forums, developmental assignments and interaction with senior government and private industry leaders.

d. Executive Core Qualification(s) (Associated OPM Leadership Competencies):

(1) Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)
(2) Leading People (Conflict Management, Integrity/Honesty, Cultural Awareness, Team Building)
(3) Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
(4) Business Acumen (Financial Management, Technology Management, Human Resources Management)
(5) Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

ANNEX B: MASTER INTERN/RECENT GRADUATE TRAINING PLAN

I. General

This Master Intern Training Plan (MITP) describes the universal requirements for training and development of Simulations Specialists and Operations Research Analysts. The plan will cover a 24-month period, and may be used in conjunction with the Intern/Recent Graduate career phase. Target grade may be GS-9 or GS-11/pay band equivalents, depending on the individual's qualifications at entry into the Intern/Recent Graduate program, and grade structure at the employing organization.

II. Master Intern Training Plan (MITP) Components

A. Organization

The Master Intern Training Plan should identify training for the intern's specific job series within CP-36. The six elements of the plan are listed below:

1. Orientation - Orientation to federal government, Department of the Army, and the individual's organization. Basic understanding of the Army, how it is organized and operates. Conducted at the local command level.
2. General Skills Training - More training to help one succeed as an Army Civilian. Includes writing, briefing techniques, and staffing processes and procedures or as determined by one's supervisor. Conducted at the local command level.
3. Core Competencies - General knowledge, skills, and abilities central to the intern's success and required to perform one's tasks at a proficient level. Core competencies are defined in Annex D of this document and sources for training can be found in the ACTEDS Catalog.
4. Functional Competencies - Specific knowledge and skills necessary to perform one's tasks at a professional level. Functional competencies are defined in Annex D of this document and sources for training can be found in the ACTEDS Catalog. Careerists do not necessarily need to be proficient in all of the competencies but should be proficient in those identified by their supervisors as important for careerists to do their job and contribute to the success of the command's mission.
5. Leadership Competencies- Training and education that enable the leader to be innovative, adaptive and able to tea successfully in uncertain and complex operating environments. Leadership competencies are defined in Annex D of this document and sources for training can be found in the ACTEDS Catalog.
6. Rotational Assignments - Training received during a rotational assignment in another office, or organization, or level and concentrating on CP36 Competencies. Rotational assignments can be at the same installation, subordinate commands, or at the ACOM/ASCC/DRU levels.

7. On-the-Job Training - Training received during assignment in the office that is the target or future permanent assignment.

B. Phases of the MITP

The MITP provides general guidance for a 4-phase training program of 24 months. Each phase within the training plan corresponds with the performance appraisal cycle, and blends a variety of training formats, as shown in the charts below. Supervisors are encouraged to use 6-month evaluations to ensure successful completion of each phase of the IDP. Career interns who successfully complete the program will qualify for non-competitive promotion to their target grade.

EVENT	PHASE 1 (6 Months)	PHASE 2 (12 Months)	PHASE 3 (18 Months)	PHASE 4 (24 Months)
Orientation				
General Skills Training				
Simulation/ORSA Core Competencies				
Simulation/ORSA Functional Competencies				
Leadership Competencies				
Rotational Assignments				
On-the-Job Training				

Figure B1: Structure of the Master Intern Training Plan for CP36 Careerists

1. Phase 1: The first six months of training provide an orientation to federal employment, DoD/DA, the individual's organization, DA civilian leader development training and introductory functional specialty training (formal and on-the-job). Based on the needs of the individual employee, this phase may also include training in general skills such as writing, briefing techniques, and automation applications. Training in the core competency areas of simulations should also begin at the halfway point of this phase.

a. Recommended Courses for M&S Careerists:

(1) CES Foundation Course
(2) Simulations Operations Professional Course
(3) Action Officer Development Course (available on-line)
(4) Analysis or Research Course
(5) Statistics Course
(6) Project Management Course

b. Recommended Courses for Operations Research Careerists:
(1) CES Foundation Course
(2) ORSA Familiarization
(3) Operations Research Systems Analysis Military Applications (ORSAMAC)
(4) Action Officer Development Course (available on-line)
(5) Analysis or Research Course
(6) Statistics Course
(7) Project Management Course

2. Phase 2: The second 6-month phase emphasizes completion of the general skills training requirements. Modeling and simulation or ORSA specific training continues in this phase. Beginning in this phase is the necessary training in the competency group of Leadership. Phase 2 may also include rotational assignments to enhance job experience and on-the-job training. (Any further general skills training should be completed during this phase.)

a. Recommended Courses for M&S Careerists:
(1) Simulation Operations Course (Mandatory)
(2) Interactive and Interoperable Simulations
(3) Organizational and Leadership Management Courses
(4) Performance Enhancing Job Experience Rotational Assignments

b. Recommended Courses for Operations Research Careerists:
(1) ORSAMAC
(2) Organizational and Leadership Management Courses
(3) Performance Enhancing Job Experience Rotational Assignments

3. Phase 3/Phase 4: The primary emphasis for phases 3 and 4 should be on the area of performance enhancing job experience through rotational assignments and on-the-job training. Rotations should be scheduled so that the interns are exposed to most, if not all the supporting competency areas associated with Modeling and Simulation or Operations Research. Rotations should be sought at all levels of the Army (HQDA, ACOM/ASCC/DRU, NTC, installation, and agency) and could be both internal and external to the organization and the Army.

III. Career Ladders

Career ladders for Intern/Recent Graduate development are depicted at Figure B-2 below. The Intern/Recent Graduate career ladders apply to all CP-36 interns (both centrally (DA) and locally funded). All interns will prepare a 3-Year Individual Development Plan (3yIDP). Since the Intern/Recent Graduate program covers only two years of the 3yIPD, the third year of the IDP will be used by supervisors (if necessary) to provide interns, who lack some of the necessary qualifying experience the training, and/or education required for successful completion of the Intern/Recent Graduate program.

Interns who successfully complete the Intern/Recent Graduate program requirements, their supervisors may use the third year of the 3yIDP to identify the next phase of professional development and training that graduating interns will be required to accomplish in their first year at the journeyman level.

Department of the Army or Local CP36 Intern/Recent Graduate

	1st Year	2nd Year	3rd year
GS-12			Target
GS-11		Target	12 + Months
GS-9	Target	12 Months	
GS-7	12 Months		

Figure B2: CP36 Intern/Recent Graduate Career Ladders

IV. Performance Standards and Evaluations

The supervisor is responsible for completing the intern's 6 month and annual performance evaluations. After each rotation, the rotational supervisor should complete an evaluation. A copy should be provided to the Intern Coordinator and his/her supervisor. The supervisor will then incorporate the rotational performance evaluations into one annual evaluation in accordance with the agency's policies and procedures. The Intern/Recent Graduate must have a satisfactory annual performance appraisal to be promoted during the internship and to be converted to a permanent competitive position at the end of it. The supervisor will work closely with the Intern/Recent Graduate prior to scheduled performance evaluations to correct any unsatisfactory performance.

V. Roles Associated with the Intern/Recent Graduate Program

Clearly defined roles and responsibilities of the various players throughout a intern's two-year tenure are important to the success of the Intern/Recent Graduate Program and the individual Intern/Recent Graduate. Each participant in the Intern/Recent Graduate Program contributes greatly to the overall development of the Intern/Recent Graduate, both individually and in concert with other participants. Communication and coordination enhance the intern's experience, and the agencies involved in the program. The major players in the Intern/Recent Graduate Program are listed below, along with their primary responsibilities:

A. Supervisors' Roles:

Supervisors provide instruction, guidance, and feedback to interns. The success of interns and the Intern/Recent Graduate Program is due in large part to the interaction interns have with their supervisors. An Intern/Recent Graduate supervisor is responsible for:

1. Meeting with the Intern/Recent Graduate to establish the office's expectations and conditions for evaluating performance and achieving developmental objectives;

2. Completing the intern's performance evaluation;
Assisting the Intern/Recent Graduate in the development of an IDP which allows for a reasonable number of rotations;
3. Monitoring the execution of the intern's IDP;
4. Maintaining contact with the Intern/Recent Graduate's rotational supervisors and the CP36 Program Office
5. Assisting with administrative issues, e.g. travel, health benefits, etc.
6. Assigning the Intern/Recent Graduate appropriate work;
7. Initiating all appropriate personnel actions in a timely manner;
8. Providing regular feedback and guidance;
9. Maintaining a basic knowledge of the Intern/Recent Graduate Program; and
10. Helping interns develop and evaluate potential rotational assignments.

B. Interns' Roles

An Intern/Recent Graduate is offered many different learning opportunities throughout his/her 2-year program. However, the Intern/Recent Graduate must also take control of his/her own career development and advancement by:

1. Being flexible and developing a professional reputation;
2. Developing and following up on the goals established in the IDP;
3. Achieving goals and objectives established for each rotation by the Intern/Recent Graduate and his/her supervisor;
4. Working closely with the agency Intern/Recent Graduate program manager, and supervisor selecting rotations with both long- and short-range career goals in mind.

C. Intern/Recent Graduate Program Managers' Roles

Each ACOM/ASCC/DRU and agency should have an Intern Program Manager who is responsible for:

1. Conducting and orientation to agency mission and structure;
2. Acting as a resource person for the Intern/Recent Graduate, supervisor and mentor;
3. Helping interns and supervisors identify and clarify responsibilities and commitments;
4. Guiding the Intern/Recent Graduate and the supervisor in the design of the IDP with goals and objectives;
5. Receiving and reviewing all rotational agreements and evaluations, and insuring that all requirements are met; and,
6. Providing information on external and in-house technical and managerial training opportunities for the Intern/Recent Graduate.

D. Rotational Supervisors' Roles

The rotational supervisor is the manager responsible for the Intern/Recent Graduate during the temporary assignments outside of the intern's core area. These supervisors are responsible for:

1. Ensuring that the Intern/Recent Graduate is assigned a full and appropriate workload;
2. Developing objectives to be accomplished during the assignment;
3. Communicating the objectives to the Intern/Recent Graduate prior to the beginning of the assignment;
4. Evaluating the intern's performance during the rotation and providing an assessment to the supervisor.

VI. Rotational Assignments

Rotational assignments are an important part of the Intern/Recent Graduate experience. They allow interns to learn management skills for simulations at different organizational levels, develop a broad understanding of Army M&S management, establish a professional network, acquire a variety of professional skills, and lay the foundation for future managerial/supervisory responsibilities. Rotations must be carefully planned. Before a rotational assignment is finalized, a written learning objective planning memo should be developed. After action memos will be prepared to evaluate the interns' success in meeting these objectives (see Annex L for forms). Ideally rotational assignments should have the following characteristics:

- Last at least 30 days and involve different types of work assignments
- Include interaction with as many different parts of the Army as possible
- Focus on developing specific professional skills or fulfilling particular managerial competencies
- Complement the 's existing knowledge or professional interests
- Allow the Intern/Recent Graduate to gain different perspectives by moving around in the Department of the Army or agency.
- Allow an Intern/Recent Graduate to gain experience at a variety of levels
- A minimum of three 30 to 90-day rotations is required. These rotations should be at the installation, major subordinate command, major commands, and Headquarters, Department of the Army. For many interns, more will be appropriate. Overall, the number and time allotted for rotational assignments will vary greatly. Ideally the second year of the internship should be devoted to rotational assignments.

VII. Professional Associations

Although participation in professional organizations is not reflected in the Individual Development Plan, it is a valuable source of self-development. Meetings, workshop, symposia, training events and institutes sponsored by professional associations and societies provide valuable professional development opportunities. They are also forums for exchanging ideas and

concepts with individuals who have similar interests and concerns. Examples of professional associations include:

- Army Operations Research Symposium (AORS)
- Association of United States Army (AUSA)
- International Council on Systems Engineering (INCOSE)
- International Test and Evaluation Association (ITEA)
- Military Operations Research Society (MORS)
- National Defense Industrial Association (NDIA)
- National Training Simulation and Association (NTSA)
- Simulation Interoperability Standards Organization (SISO)
- Society for Computer Simulation (SCS)

ANNEX B

MASTER INTERN TRAINING PLAN (MITP)
UNIVERSAL TRAINING

PART A: ORIENTATION							
Training Description	**Type**	**Source**	**Length**	**Knowledge, Skill or Ability To be Achieved**	**Individual Dates**	**Training Location**	**Planning Supervisor**
1. Employee Orientation a. Federal employment, civil service, employee benefits, standards of conduct, security requirements, etc. b. Benefits Orientation for New Employees c. Army Career Management Programs	OJT	Assigned work center	40 hrs	Upon completion the Intern/Recent Graduate will be able to: a. Demonstrate an understanding of the provisions, benefits, and responsibilities of Federal employment and the provisions and structure of the Army Career Management system. b. Identify the key components of the Federal benefits package. Learn appropriate resources to assist in developing and maintaining a financial plan. c. Describe the organization of the Government, Department of Defense, Department of the Army, Major Army Commands, and the unit of assignment	1st Year 1st Quarter	TBD	Assigned Supervisor or Training Manager

2. Organization of DoD and DA a. Overall Organization of DoD and DA b. Organization and mission of assigned ACOM/ASCC/DRU or subordinate activity	OJT	Assigned work center	40hrs	a. Describe the mission, organization, and functions of the DoD organization. b. Describe the basic functions of the organization , the functions it encompasses, and the list of services each provides. c. Demonstrate knowledge of the Army's vision, objectives and goals to accomplish its mission in defense			
3. Orientation of the CP 36 Proponent Office	OJT	Assigned work center	40hrs	a. Identify the responsibilities of the Proponent Office .			CP36 Program Office
PART B: GENERAL SKILLS TRAINING							
Training Description	**Type**	**Source**	**Length**	**Knowledge, Skill or Ability To be Achieved**	**Individual Dates**	**Training Location**	**Planning Supervisor**
1. Empowering Yourself for Success		EEO	5hrs	Improvement of Communications Skills	1st Year 1st Quarter	TBD	Assigned Supervisor or Training Manager
2. Fundamentals of Writing		ACCP #151460	10hrs	Write attention-getting, logical memos, reports & other documents	1st Year 1st Quarter	TBD	Assigned Supervisor or Training Manager
3. Briefing Techniques		USDA 24	Organize and present a concise briefing.	1st Year	1st Quarter	TBD	Assigned Supervisor or Training Manager
4. Army Records Information Management System (ARIMS) Web-based Tutorial		www.Arims.army.mil		Helps to ensure that long-term and permanent Army records are kept in compliance with the law, are securely stored, and are retrievable only by authorized personnel. Organize and present a concise briefing.	2d Qtr1st Year 1st Quarter	TBD	Assigned Supervisor or Training Manager Assigned Supervisor or Training Manager
5. Military Correspondence AG0102	Non-Resident	Soldier Support Institute		Fundamentals of military correspondence	Complete prior to internship graduation		

6. Preparation of the Memorandum and Endorsement AG0220	Non-Resident	Soldier Support Institute	7hrs	How to prepare memorandum and endorsements within the Army	Complete prior to internship graduation	TBD	Assigned Supervisor or Training Manager
7. Preparing Special Purpose Memorandums and Letters AG0222	Non-Resident	Soldier Support Institute	4hrs	Learn format for special memorandum and letters used in the Army.	Complete prior to internship graduation	TBD	Assigned Supervisor or Training Manager
8. Freedom of Information and Privacy Acts AG0409	Non-Resident	Soldier Support Institute	6hrs	Explain and understand the responsibilities of the privacy and freedom of information acts.	Complete prior to internship graduation	TBD	Assigned Supervisor or Training Manager
PART C: LEADER DEVELOPMENT TRAINING							
Training Description	**Type**	**Source**	**Length**	**Knowledge, Skill or Ability To be Achieved**	**Individual Dates**	**Training Location**	**Planning Supervisor**
a. Civilian Educatioin System (CES) Foundation Course	DL	Army Management Staff College	57hrs	a. Get an understanding of the Army in daily behaviors, operate as an effective Army team member and manage Department of the Army administrative & career progression elements. b. Know the operational concept and structure of the Army.	1st Year 2d Quarter	Via Internet	Assigned Supervisor or Training Manager
b. Action Officer Development Course	DL	Army Management Staff College	39 hrs	Learn requirements for staff work.	Complete prior to internship graduation	Via internet	Assigned Supervisor or Training Manager
PART D: POTENTIAL ROTATIONAL ASSIGNMENTS							
Training Description	**Type**	**Source**	**Length**	**Knowledge, Skill or Ability To be Achieved**	**Individual Dates**	**Training Location**	**Planning Supervisor**
1. For Modeling & Simulation:							
a. National Training Center			7-9 days	Right-seat-ride program. Get on-hands experience with the art of simulations.			Assigned Supervisor or Training Manager
b. Battle Command Training Center			7-14 days	Broaden awareness of simulation responsibilities in the BSCs.			Assigned Supervisor or

(BCTC)							Training Manager
c. Combat Training Center (CTC)			7-14 days	Broaden awareness of simulation responsibilities in the CTCs.			Assigned Supervisor or Training Manager
d. Battle Projection Center (BPC)			7-14 days	Broaden awareness of simulation responsibilities in the BPCs.			Assigned Supervisor or Training Manager
e. Mission Support Training Center (MSTC)			7-14 days	Broaden awareness of simulation responsibilities			Assigned Supervisor or Training Manager
f. PEO Simulations, Training Instrumentation Command (PEO STRI)			30-90 days	Increase awareness of how the Army quickly responds to critical, emerging requirements with innovative solutions in the hands of the war fighter.			Assigned Supervisor or Training Manager
g. Cross-Directorate Assignment			30-90 days	Enhance knowledge of M&S operations across directorates			Assigned Supervisor or Training Manager
h. Cross-Community Assignment			30-90 days	Broaden skills in other M&S communities.			Assigned Supervisor or Training Manager
2. For Operations Research							
a. Army Materiel Systems Analysis Activity			30-90 days	Broaden ORSA Skills			Assigned Supervisor or Training Manager
b. Army Materiel Command			30-90 days	Broaden ORSA Skills			Assigned Supervisor or Training Manager
c. Army Test and Evaluation Command			30-90 days	Broaden ORSA Skills			Assigned Supervisor or Training

							Manager
d. Center for Army Analysis			30-90 days	Broaden ORSA Skills			Assigned Supervisor or Training Manager
e. TRAC/WSMR			30-90 days	Broaden ORSA Skills			Assigned Supervisor or Training Manager
e. TRADOC/TRAC			30-90 days	Broaden ORSA Skills			Assigned Supervisor or Training Manager
g. Cross-Directorate Assignment			30-90 days	Broaden ORSA skills s			Assigned Supervisor or Training Manager
h. Cross-Community Assignment			30-90 days	Broaden ORSA skills.			Assigned Supervisor or Training Manager

PART E:
FUNCTIONAL COMPETENCY TRAINING

Training Description	Type	Source	Length	Knowledge, Skill or Ability To be Achieved	Individual Dates	Training Location	Planning Supervisor
1. For Modeling & Simulation							
a. Simulation Operations Course	Core	AMSO	6 wks	Provides education in the fundamentals of military M&S. Presents a broad spectrum of M&S issues. One week of the training in Fort Lewis, WA or alternate site.			
b. Simulation Professional Course (SOPC)	Core	AMSO	3 wks	Enhance KSAs on the fundamentals of M&S, technical aspects of simulations & how to employ simulations.	3d Qtr Year 1		Assigned Supervisor or Training Manager
c. Modeling and Simulation Certificate Program or Systems Engineering Certificate Program				Courses in the M&S program will enhance KSAs in M&S development; tools & techniques; verification, validation, & accreditation; uses & applications; and interoperability of simulations. The engineering program will enhance KSAs in the engineering	4th Qtr Year 1	UAH for both or Georgia Tech for the M&S	Assigned Supervisor of Training Manager

				discipline.		Program	
d. CP 36 Training Seminar	Core	AMSO	3 Days	Enhance knowledge of current M&S issues within Army and Joint Services.	Each year of internship	TBD	Assigned Supervisor of Training Manager
e. Interservice/Industry Training, Simulation And Education Conference	Core	AMSO	3 Days	Enhance awareness of M&S issues, challenges, solutions, ongoing studies within the Services and industry.	Each year of internship	Orlando, FLA	Assigned Supervisor of Training Manager
f. Simulation Interoperability Workshop	Resident	SISO	5 days	Provides a training program aimed at M&S practitioners, which offers various levels of M&S courses. Designed to develop a persistent body of knowledge. The courses are split into three levels: 100 - Overview, 200 - Deep Dive, and 300 - Hands On Training..	Spring & Fall of each year	Orlando, FLA	Assigned Supervisor of Training Manager
2. For Operations Research							
a. ORSAFAM	Resident	Acquisition Logistics University	5 days	ORSA Familiarization Courses provide a good ORSA introductory overview designed for personnel working with analysts or requiring the understanding of basic analytical tools.	2 times per year	Varies	Assigned Supervisor of Training Manager
b. ORSAMAC	Resident	Acquisition Logistics University	14 weeks	Course includes a comprehensive block of instruction in probability and statistics, as well as a review of calculus. In addition, there is an in depth instruction in the use of computer software to conduct data analysis and spreadsheet modeling, including database structure and data retrieval.	6 times per year	Ft Lee, VA	Assigned Supervisor of Training Manager
c. ORSA Continuing Ed.	Resident	Acquisition Logistics University	5 days	Short courses designed to provide graduate or postgraduate level instruction in subjects of interest to Army operations research analysts. These courses provide professionals the opportunity to gain an in-depth knowledge of a particular subject and to keep pace with the latest developments in the field of operations research.		Ft Lee, VA	Assigned Supervisor of Training Manager
d. MORSS	Conference	Military Operations Research Society	5 days	Learning opportunities offered in the form of tutorials, followed by three days of working group sessions. Provides opportunities to stay current and get ahead.	1 time per year	Service Academies	Assigned Supervisor of Training Manager.

PART F: ON-THE JOB-TRANING							
1. HQDA				Broaden perspectives at the headquarters level.			Assigned Supervisor or Training Manager
2. ACOM/ASCC/DRU				Broaden perspectives at the ACOM/ASCC/DRU levels of DA.			Assigned Supervisor or Training Manager
3. Subordinate Command				Broaden perspectives at the subordinate command level.			Assigned Supervisor or Training Manager
4. Installation				Broaden perspectives at the installation level.			Assigned Supervisor or Training Manager

Figure B3: Master Intern Training Plan Universal Training

ANNEX C: CP 36 COMPETENCIES

I. CP36 Core Competencies

The CP36 Core Competencies listed below were developed to help a careerist perform at a professional level and are considered essential for success in any Army career program. Annex D will show how these competencies may be of value at each level of professional progression.

	Competency Definition	Behavioral Indicators
1	**Attention to Detail**	Is thorough when performing work and conscientious about attending to detail.
2	**Command Decision Making**	Undergraduate or graduate level knowledge of the mathematical discipline of Operations Research. Skill in the use of decision analysis. Ability to interpret the results of OR techniques to provide sound courses of action and the consequences of each action.
3	**Communications and Media**	Knowledge of the production, communication and dissemination of information and ideas to inform and entertain via written, oral, and visual media.
4	**Creativity and Innovation**	Develops new insights into situations and applies innovative solutions to make organizational improvements. Creates a work environment that encourages creative thinking and innovation. Designs and implements new or cutting-edge programs/processes.
5	**External Awareness**	Identifies and keeps up-to-date on economic, political, and social trends which affect key agency policies/priorities. Understands where the organization is headed and how to make a contribution.
6	**Leadership**	Interacts with others to influence, motivate, and challenge them.
7	**Partnering**	Develops networks and builds alliances, engages in cross-functional activities. Collaborates across boundaries, and finds common ground with a widening range of stakeholders. Utilizes contacts to build and strengthen internal support bases.
8	**Planning and Evaluating**	Determines objectives and strategies; coordinates with other parts of the organization to accomplish goals; monitors and evaluates the progress and outcomes of operational plans; anticipates potential threats or opportunities.
9	**Policy, Directives and Guidance**	Knowledge of applicable policy, directives and guidance related to your command and mission.
10	**Problem Solving**	Identifies and analyzes problems; uses sound reasoning to arrive at conclusions. Finds alternative solutions to complex problems. Distinguishes between relevant and irrelevant information to make logical judgments.
11	**Program/Project Management**	Knowledge, capabilities and practices associated with formulating, planning, implementing, managing, tracking and evaluating work and its associated requirements and risks, ranging from one-time projects to program-level work. Critical abilities are to define customer and stakeholder needs and constraints, reduce ambiguity in objectives, develop and manage an efficient project organizational structure, and apply system architecture principles to develop and manage technical requirements in order to achieve the appropriate balance between resources, schedule, and technical requirements. Includes knowledge associated with system architecture, finance, budgeting, risk assessment, schedule, configuration management, contract technical management, and project controls.
12	**Research**	Knowledge of the scientific principles, methods, and processes used to conduct a systematic and objective inquiry; including study design, collection, analysis, and interpretation of data; and the reporting of results.
13	**Standards**	Knowledge of standards that either are compliant with or derived from established standards or guidelines.
14	**Technical Credibility**	Executes procedures, requirements, regulations, & policies related to specialized expertise.

II. CP36 Leadership Competencies

The CP36 Leadership Competencies listed below were developed to help enable a leader to be innovative, adaptive and able to successfully lead in uncertain and complex operating environment. Annex D will show how these competencies may be of value at each level of professional progression.

	Competency Definition	Behavioral Indicators
1	**Accountability**	Assures that effective controls are developed and maintained to ensure the integrity of the organization. Holds self and others accountable for rules and responsibilities. Can be relied upon to ensure that projects within areas of specific responsibility are completed in a timely manner and within budget. Monitors and evaluates plans, focuses on results and measuring attainment of outcomes.
2	**Business Acumen**	Has an intuitive and applicable understanding of the business and the interrelationships enabling a person to make better business decisions.
3	**Communications (Written & Oral)**	Makes clear and convincing oral and written presentations to individuals, groups, or publications. Listens effectively and clarifies information as needed. Facilitates an open exchange of ideas and fosters atmosphere of open communication.
4	**Conflict Management**	Identifies and takes steps to prevent potential situations that could result in unpleasant confrontations. Manages and resolves conflicts and disagreements in a positive and constructive manner to minimize negative impact.
5	**Continual Learning**	Grasps the essence of new information. Masters new technical and business knowledge. Recognizes own strengths and weaknesses and pursues self-development. Seeks feedback from others and opportunities to master new knowledge.
6	**Creativity and Innovation**	Develops new insights into situations and applies innovative solutions to make organizational improvements. Creates a work environment that encourages creative thinking and innovation. Designs and implements new or cutting-edge programs/processes.
7	**Customer Service**	Balances interests of a variety of clients and readily readjusts priorities to respond to pressing and changing client demands. Anticipates and meets the need of clients and achieves quality end-products. Is committed to continuous improvement of services.
8	**Decisiveness**	Makes sound and well-informed decisions. Perceives the impact and implications of decisions. commits to action, even in uncertain situations, in order to accomplish organizational goals.
9	**Flexibility**	Is open to change and new information. Adapts behavior and work methods in response to new information, changing conditions, or unexpected obstacles. Adjusts rapidly to new situations warranting attention and resolution.
10	**Influencing and Negotiating**	Persuades others and develops networks and coalitions. Gains cooperation from others to obtain information and accomplish goals. Negotiates to find mutually acceptable solutions and builds consensus through give and take.
11	**Integrity and Honesty**	Instills mutual trust and confidence and creates a culture that fosters high standards of ethics. Behaves in a fair and ethical manner toward others and demonstrates a sense of corporate responsibility and commitment to public service.
12	**Interpersonal Skills**	Considers and responds appropriately to the needs, feelings, and capabilities of different people in different situations. Is tactful, compassionate and sensitive, and treats others with respect.
13	**Political Awareness**	Identifies the internal and external politics that impact the work of the organization. Approaches each problem situation with a clear perception of organizational and political reality, recognizes the impact of alternative courses of action.
14	**Public Service Motivation**	Shows a commitment to serve the public. Ensures that actions meet public needs; aligns organizational objectives and practices with public interests.
15	**Resilience**	Deals effectively with pressure and maintains focus and intensity and remains optimistic and persistent, even under adversity. Recovers quickly from setbacks.

		Effectively balances personal life and work.
16	**Strategic Thinking**	Formulates effective strategies consistent with the business and competitive strategy of the organization in a global economy. Examines policy issues and strategic planning with a long-term perspective. Determines objectives and sets priorities. Anticipates potential threats or opportunities.
17	**Team Building**	Inspires, motivates, and guides others toward goal accomplishments. Consistently develops and sustains cooperative working relationships. Encourages and facilitates cooperation within the organization and with customer groups. Fosters commitment, team spirit, pride, trust. Develops leadership in others through coaching, mentoring, rewarding and guiding employees.
18	**Team Leader**	General knowledge of the technical & functional work to be performed & the commonly accepted processes & procedures used. Knowledge of the skills & abilities of each team member & how he/she can uniquely contribute to the work assigned.
19	**Teamwork**	Encourages and facilitates cooperation, pride, trust, and group identity; fosters commitment and team spirit; works with others to achieve goals.
20	**Technical Credibility**	Executes procedures, requirements, regulations, and policies related to specialized expertise.
21	**Vision**	Takes a long-term view and acts as a catalyst for organizational change. Builds a shared vision with others and influences others to translate vision into action.

III. CP36 Functional Competencies for Operations Research Analysts

The twenty-eight Functional Competencies for Operations Research Analysts provide specific knowledge and skills necessary to perform one's tasks at a high level of achievement. They help provide understanding of the technical requirements related to an Operations Research Analyst. Careerists do not necessarily need to be proficient in all of the competencies but should be proficient in those identified by their supervisors as important for careerists to do their job and contribute to the success of the command's mission. Also, on the CP36 Home Page http://www.ms.army.mil/sp-div/index.html careerists have access to a database that can help identify education and training opportunities to become proficient in the CP36 functional competencies for operations research.

	Competency Definition	Behavioral Indicators	Description
1	Utilization of Principles and Concepts of Operations Analysis	Utilization of principles and concepts of operations analysis methods and disciplines; e.g., mathematics; probability; statistics; economics; human factors; linear and nonlinear programming; cost estimation; computer programming; modeling; simulation; and design of experiments.	Knowledge of the multiple mathematical techniques used to analyze problems. Skill to apply that knowledge to real world problems. Ability to analyze the results.
2	Organize, Plan and Execute Studies	Organize, plan, and execute studies using the disciplines of operations analysis to determine the nature and ramifications of a problem or study and delineating alternative solutions to be considered.	Knowledge of how to frame a problem and organize a study team. Skill to plan a study. Ability to execute the study plan, interpret the study results, and make recommendations based on study finding.
3	Design, Develop and Implement	Design, develop, and implement models, and necessary data bases to compare alternative decisions or potential solutions when studying command operations or management processes.	Knowledge of insight a model can provide. Knowledge data bases. Ability to design and write code to develop a model. Ability to validate data to populate models. Skill to trouble shoot and refine the model. Skill to execute the model. Skill to interpret and compare results of model output. Skill to make recommendations based on model output
4	Statistical Methods and Theories	Provide expert knowledge of statistical methods and theories in order to forecast statistical projections and evaluate probabilities of success and margins of error.	Undergraduate or graduate level of knowledge of the mathematical discipline of statistics. Skill to apply statistical techniques to real world problems. Ability to use statistics to provide insight in future operations and make determinations on the probabilities of success.
5	Command Decision Making	Apply the disciplines of operations analysis to provide alternative courses of action and associated consequences as part of the command decision making process.	Undergraduate or graduate level of knowledge of the mathematical discipline of Operations Research (OR). Skill in the use of the methods and disciplines of operations research. Ability to interpret the results of OR techniques to provide sound courses of action and the consequences of each action.

6	Mission Analysis and Planning	Knowledge and ability to analyze requirements of current and near-term missions by integrating technical elements and operational and infrastructure requirements in order to meet mission and programmatic objectives.	Knowledge of mission or program requirements, available technology, and available infrastructure. Skill to apply the disciplines of Operations Research to scientifically examine mission or program objectives. Ability to make recommendations to meet mission or program objectives based on he results of the research.
7	Formulation of Alternative Concepts	Apply disciplines and methods of operations analysis to formulate alternative concepts, courses of action, or strategies and quantitatively compare them.	Undergraduate or graduate level of knowledge of the mathematical discipline of Operations Research (OR). Skill to apply the OR techniques to examine traditional concepts, courses of action, or strategies and generate new alternatives. Ability to quantitatively compare the traditional and new alternatives and rank them.
8	Probability and Probability Distributions	Apply appropriate probability and probability distributions as an part of operations analysis when conducting Army studies.	Knowledge of probability distributions and the skill to correctly apply them to appropriate scenarios. Ability to interpret probabilistic outcomes to support study insights and recommendations.
9	Linear Programming	Apply linear programming as an operations analysis method to maximize or minimize objectives among a set of linear constraints.	Knowledge of linear programming and the types of problems to which it can be applied. Skill to formulate and program the problem constraints. Ability to interpret the solution set in order to maximize or minimize objectives.
10	Nonlinear Programming	Apply nonlinear programming as an operations analysis method to maximize or minimize objectives among a set of nonlinear constraints.	Knowledge of nonlinear programming and the types of problems to which it can be applied. Skill to formulate and program the problem constraints. Ability to interpret the solution set in order to maximize or minimize objectives.
11	Stochastic Modeling	Apply stochastic modeling as an operations analysis methodology to estimate the probability of outcomes when examining random processes.	Knowledge of stochastic modeling. Ability to identify problems that stochastic modeling can provide insight to and the skill to model a stochastic process and interpret its results.
12	Heuristics	Apply heuristic techniques to guide in the investigation of a problem to determine appropriate solutions.	Knowledge of Operations Research methods and techniques and when to apply heuristics techniques. Ability to understand when it is appropriate to apply heuristics and the skill of applying heuristics to a solution set to determine the most favorable solution and recommendation.
13	Cost Estimations	Apply cost estimation techniques, methods, and tools for planning, estimating, and monitoring cost, budget, or schedule.	Knowledge of cost estimating techniques and when they can be appropriately applied. Ability to apply cost estimation techniques and the skill to use estimated costs for planning, monitoring costs, budget and schedule.

14	Cost-Benefit Analyses	Conduct cost-benefit analyses to find and quantify positive and negative benefits to determine if a planned action is advisable.	Knowledge of cost estimating techniques and cost-benefit analysis. Ability to quantify and compare costs and benefits and the skill to use the analysis results to rank the benefits and associated costs.
15	Risk Analyses	Conduct risk analyses to quantitatively or qualitatively identify and analyze the dangers to individuals, equipment, or mission posed by adverse events.	Knowledge of Operations Research (OR) and skill to apply the discipline to conduct risk analyses. Ability to determine the probabilities of various adverse events and the likely extent of the losses if a particular event takes place. Ability to define various threats and the skill to determine the extent of vulnerability. Ability to identify countermeasures to identified threats. Ability to compare risks and make recommendations to minimize risk to individuals, equipment, or missions.
16	Analysis of Alternatives	Apply disciplines of operations analysis to conduct analysis of alternatives to assesses potential materiel solutions and other options to satisfy a documented capability need.	Knowledge of Operations Research (OR) and skill to apply the discipline to conduct analysis of alternatives. Skill to use OR techniques to identify and compare all possible solutions or alternatives (to include material , strategic or tactical solutions) to meet a capability need. Ability to use results of the analysis to rank alternatives.
17	Apply and/or Develop Models or Simulations	Apply and/or develop models or simulations to include tools used in: offices; analysis-of-alternatives; systems analysis; engineering (design, systems, computer, electronic, electrical, mechanical and aerospace); systems-of-systems engineering and analysis; physics-of-failure modeling; the acquisition life-cycle; cost analysis; scientific research; competency and combat training; information technology (computer programming and system administration, network support, coordination of technical requirements, validation); operations research systems analysis (ORSA); medical research and training; developmental and operational test and evaluation; collaborative environments; reliability, availability and maintainability (RAM); or Command, Control Communications and Computers (C4) networking.	Knowledge to know if models or simulations (M&S) can provide insight to problems and if they are cost effective. Skill to develop new or use existing M&S. Ability to apply M&S to examine multiple scenarios and ability to interpret M&S results. Ability to use M&S results to formulate recommendations and make decisions.

18	Study Validation	Verify and validate study results from models and data used to support an analysis.	Knowledge of verification and validation (V&V) requirements to accredit a model or simulation (M&S). Skill to conduct and document the V&V. Based on the V&V the ability to determine if the M&S results is credible.
19	Systems Evaluations	Perform a variety of operations analysis techniques for component, subsystem, system and system-of-systems evaluations.	
20	Measures of Effectiveness	Develop and apply good measures of effectiveness (MOEs) that can identify the value of information in terms of military outcomes.	Knowledge of where to find documented measures of effectiveness. Knowledge and skill to develop appropriate MOEs for studies or analyses when needed. Ability to compare study on analysis results against established or developed MOE.
21	Quick Reaction Studies	Apply the disciplines of operations analysis in the conduct of special or quick reaction studies.	Knowledge of Operations Research (OR) techniques. Skill to apply appropriate OR techniques to make study recommendations in a specified timeline. Ability to apply OR rigor in quick turn arounds with a caveat on the level of confidence in any recommendation or input provided.
22	Feasibility Analysis	Conduct feasibility analyses to objectively and rationally uncover the strengths and weaknesses of existing or proposed military ventures.	Knowledge of Operations Research (OR) and skill to apply the discipline to conduct feasibility analyses. Ability to determine the probabilities of various events and the skill to use the analysis results to identify strengths and weaknesses of proposed actions or ventures. Ability to compare and rank feasibilities of multiple courses of action.
23	Technology Evaluation	Evaluate the impact of new technologies on current systems, capabilities, policies, or culture.	Knowledge of Operations Research (OR). Knowledge of current systems and capabilities and policy. Knowledge of new technologies as they are being proposed or developed. Ability to use OR techniques to evaluate hypothetical or new technologies and the ability to make recommendations on technology contributions and impacts on current systems, capabilities, policies, or culture.
24	Optimization	Apply disciplines of operations analysis to optimize solutions, outcomes, or recommendations.	Knowledge of Operations Research (OR) and the skill to apply the discipline to find optimal solutions. Ability to use the results of OR analysis to justify and recommend optimal solutions.

25	Human Factors /Ergonomics	Incorporate aspects of human behavior learned from psychology, engineering, industrial design, statistics, operations research, and anthropometry to better understand the properties of human capability and apply this understanding to the design and deployment of systems and services.	Knowledge of human behavior, anthropometry, and ergonomics. Skill to apply Operations Research (OR) in human factors design. Ability make recommendations in the design of systems to ensure people and equipment interact most efficiently and safely.
26	Data Analysis	Perform duties in data mining, data analysis, data validation, or data reporting.	Knowledge of available databases and how to access the data. Skills to search for appropriate data and determine its currency and validity. Ability to use data bases to support studies and analyses, determine the vality of the data and the impact it will have study results.
27	Data Management	Knowledge of the principles, methods, and tools of data management such as modeling techniques, data backup, data recovery, data dictionaries, data warehousing, data mining, data disposal, and data standardization processes.	Knowledge of data management techniques. Skill to develop data bases, maintaining data, and practicing good data management. Ability store and recall appropriate data to support studies and analyses.
28	Knowledge Management	Integrate, incorporate, and facilitate Knowledge Management data, information, people, processes, and technology across all levels of the Army.	Knowledge of Knowledge Management and the skill to integrate an apply it within the Army.

IV. CP 36 Functional Competencies for Modeling and Simulation

The twenty-four Functional Competencies for Modeling and Simulation careerists provide specific knowledge and skills necessary to perform one's tasks at a high level of achievement. They help provide understanding of the technical requirements related to modeling and simulation. Careerists do not necessarily need to be proficient in all of the competencies but should be proficient in those identified by their supervisors as important for careerists to do their job and contribute to the success of the command's mission. Also, on the CP36 Home Page http://www.ms.army.mil/sp-div/index.html careerists have access to a database that can help identify education and training opportunities to become proficient in the functional competencies for modeling and simulation.

	Competency Definition	Behavioral Indicators	Description
1	**Decision Support Tools**	Work with decision support tools/systems, models and/or simulations.	Knowledge of decision support tools, models, or simulations that are applicable to your job. Skill to run or operate those applicable tools and the ability apply the outcome of those tools to make recommendations to decision makers.
2	**Integrate Models and/or Simulations**	Develop, apply, manage, and/or integrate models and/or simulations in support of the Army.	Knowledge of various models & simulations and when it is beneficial to integrating them. Technical skill to integrate those tools and the ability apply the output in a realistic and meaningful way.
3	**Use Models or Simulations**	Use models or simulations to improve scientific research, systems engineering, acquisition, costing, analysis, training, operational planning, testing, experimentation, medical, and/or logistics functions.	Knowledge of the right model or simulation to meet your specific needs. The skill to initialize the tools and the ability to run and interpret the output to provide insight or training to real world situations.
4	**Analyze, Evaluate, Instruct, Train, or Experiment**	Analyze, evaluate, instruct, train, or experiment with models, simulations and/or decision support tools.	Knowledge to know which models, simulations, or decision support tools can be used to support your analysis, evaluation, instruction, training or experiment. The skill to operate the tools needed to meet your needs and the ability to interpret the output and apply it in a meaningful way.
5	**Manage, Develop, Supervise and Execute**	Manage, develop, supervise and execute models and/or simulations and modeling and simulation programs.	Knowledge of a single model or simulation (M&S) or suite of (M&S) needed to accomplish your mission. Leadership skills to manage, develop, supervise and execute those tools. Ability to ensure the tools are credible and apply them to support your mission.
6	**Requirements**	Determine requirements for the application of models and/or simulations.	Knowledge of requirements and the skill to apply models or simulations (M&S) to address the requirements. Ability to know when M&S is an appropriate and cost effective way addressing the need.

7	**Model and Simulation Architectures**	Provide expert technical advice on model or simulation architectures (including Distributive Interactive Simulation (DIS), High Level Architecture (HLA), and Test and Training Enabling Architecture (TENA)).	Knowledge of existing M&S architectures. The skill to incorporate M&S into an appropriate architecture. The ability to advise on the appropriate architecture to use based on federation objectives.
8	**Training Aids, Devices, Simulators and Simulations**	Provide expert technical advice on Training Aids, Devices, Simulators and Simulations (TADSS).	Knowledge of training aids, devices, simulators and simulations. The ability to use those tools.
9	**Verification, Validation and Accreditation**	Conduct or provide expert technical advice on the verification, validation and accreditation (VV&A) of models or simulations.	Knowledge of DoDI 5000.61 and MIL-STD 3022. The skill to conduct and document VV&A in accordance with the above. The ability to understand the appropriate uses and limitations of models and simulations on which VV&A has been documented.
10	**Apply, Develop and/or Integrate Models Or Simulations**	Apply, develop and /or integrate models or simulations to include tools used in: offices; analysis-of-alternatives; systems analysis; engineering (design, systems, computer, electronic, electrical, mechanical and aerospace); systems-of-systems engineering and analysis; physics-of-failure modeling; the acquisition life-cycle; cost analysis; scientific research; competency and combat training; information technology (computer programming and system administration, network support, coordination of technical requirements, validation); operations research systems analysis (ORSA); medical research and training; developmental and operational test and evaluation; collaborative environments; reliability, availability and maintainability (RAM); or Command, Control Communications and Computers (C4) networking.	Knowledge to know when a new model or simulation (M&S) is needed, or how to apply or integrate existing (M&S) to a situation. Skill to apply the tools or develop new ones to meet your specific needs and the ability to use the output in a meaningful way.
11	**Game-Supported Training Environments**	Integrate Army Battle Command Systems (ABCS); Training Aids, Devices, Simulators and Simulations (TADSS); and Knowledge Management tools into live, virtual, and constructive simulations and game-supported training environments.	Knowledge of command and control systems; Training Aids, Devices, Simulators & Simulations; and knowledge management tools. Skill to integrate systems hardware, training devices, and models & simulation. Ability to bring the needed components together into a live, virtual, & constructive environment.
12	**Operations Research and Analysis**	Apply the rigor of scientific inquiry and operations research and analysis.	Knowledge of the scientific method and the skills needed to conduct operations research. The skills to effective apply the rigor of the above and the ability to used the skills to provide insight and make recommendations.

13	**Battle Command Knowledge Management**	Integrate, incorporate, and facilitate Battle Command Knowledge Management people, processes, and technology across all levels of the Army as they apply to modeling and simulation.	Knowledge of knowledge management and the skill to integrate it with models and simulations.
14	**Models and Simulations and the Soft Sciences**	Apply models or simulations to the soft sciences to include social science, economics, political science, international relations, human factors, and irregular warfare.	Knowledge of M&S tools that can be used to provide insight into the soft sciences and their limitations. The skill to apply M&S to the soft sciences in a meaningful way. Ability to determine a level of confidence of M&S output that has been applied to inexact sciences.
15	**Credibility of Army Models and Simulations**	Ensure credibility of Army models or simulations by adhering to and applying sound verification, validation and accreditation (VV&A) practices.	Knowledge of DoDI 5000.61 and MIL-STD 3022. The skill to conduct and document VV&A in accordance with the above. The ability to understand the appropriate uses, limitations, and credibility of models and simulations on which VV&A has been documented.
16	**Design, Develop, and Apply Live, Virtual and Constructive (LVC) Simulations**	Design, develop, and apply live, virtual and constructive (LVC) simulations, Hardware-in-the-Loop (HWIL), and/or digital simulations in the application of experimentation, analysis, training, exercises, operations; acquisition; logistics; testing, wargaming and/or research environments.	Knowledge of systems, components, M&S, and architectures associated with constructing live, virtual, & constructive (LVC) environments. Skill to integrate all needed components to create a LVC environment. Ability to create and provide a LVC environment to meet user needs.
17	**Synthetic Natural Environments (SNEs)**	Develop, execute, integrate, and manage models and/or simulations, terrain databases; synthetic natural environments (SNEs); collaborative environments, and computer generated forces in the application of experimentation; analysis; training; exercises; operations; acquisition; logistics; testing; and/or research environments.	Knowledge of synthetic natural environments, terrain databases, and collaborative environments and the value they bring to modeling and simulation. Skills to integrate and execute models and simulation in synthetic environments. Ability to leverage the above integration to gain additional insight into the studies, analyses, training, ….
18	**Standards, Policy, Guidance and Directives**	Develop, review, and update modeling and simulation standards, policy, and guidance.	Knowledge of existing DoD and Army standards, policy, and guidance. Skills to review, evaluate, and update from a technical perspective all of the above. Ability to identify and establish needed standards, policy, and guidance.
19	**Doctrinal and Operational Knowledge**	Apply doctrinal and operational knowledge during simulation exercise execution.	Knowledge of Army doctrine, operating procedures, and equipment capabilities. Skills to incorporate doctrinal and operational knowledge as learning objectives in simulation driven exercises. Ability to identify lessons learned to update simulation exercise training or to identify needed changes to doctrine and operating procedures.

20	**Simulation Driven Exercises**	Plan and execute models or simulations to drive exercises.	Knowledge of models and simulations (M&S) appropriate for augmenting or driving exercises. Skills to seamlessly integrate M&S to provide realistic exercises. Ability to augment or drive an exercise with M&S to provide enhanced training.
21	**Real-World Data**	Apply real-world data in models or simulations for computer generated forces, mathematical modeling, physical modeling, scientific research, and statistical analysis.	Knowledge of real world data requirements to initialize models and simulations and where to obtain it. Skills to populate M&S with realistic data and ability to obtain real world data.
22	**Conceptualize, Develop, Implement, Integrate and Evaluate**	Conceptualize, develop, implement, integrate and/or evaluate techniques for software modeling, simulation and wargaming.	Knowledge of conceptual modeling. Skill to evolve a conceptual model to develop a model or simulation (M&S). Ability to develop a M&S that meets the needs of the conceptual model.
24	**Physical, Mathematical or Logical Representations**	Utilize physical, mathematical or logical representations of a system, entity, phenomenon, or process.	Knowledge of when to apply a physical, mathematical or logical representations of a system. Skill to incorporate the above to provide insight toward stated objectives. Ability to understand the limitations and contributions of any of the above when analyzing output and making recommendations.

ANNEX D: CP36 CAREER PROGRESSION GUIDELINES

CP36 Career Progression Guidelines	These recommendations provide information and a standardized framework to individuals and managers for the professional development of the Army Civilian Corps.	CP36 Career Progression Recommendations	These recommendations provide information and a standardized framework to individuals and managers for the professional development of the Army Civilian Corps.	CP36 Career Progression Recommendations
	Intern/Recent Graduate	**General Schedule**	**General Schedule**	**General Schedule**
Pay Grades and Pay Band Equivalents	GS 07-11	GS 07-11	GS 12-13	GS 14-15
	Interpersonal Skills	Interpersonal Skills	Accountability	Accountability
Leadership Competencies	Communications (Written & Oral)	Communications (Written & Oral)	Communications (Written & Oral)	Business Acumen
	Continual Learning	Continual Learning	Continual Learning	Communications (Written & Oral)
	Integrity/Honesty	Customer Service	Customer Service	Conflict Management
	Public Service Motivation	Integrity/Honesty	Decisiveness	Continual Learning
		Public Service Motivation	Integrity/Honesty	Creativity & Innovation
		Teamwork	Interpersonal Skills	Customer Service
			Public Service Motivation	Decisiveness
			Team Leader	Flexibility
				Influencing & Negotiating
				Integrity/Honesty
				Interpersonal Skills
				Political Awareness
				Resilience
				Strategic Thinking
				Team & Coalition Building
				Technical Credibility
				Visionary
	Attention to Detail	Attention to Detail	Attention to Detail	Attention to Detail
Core Competencies	External Awareness	Communications & Media	Command Decision Making	Command Decision Making
	Policy, Directives, & Guidance	Creativity and Innovation	Communications & Media	Communications & Media
	Problem Solving	External Awareness	Creativity and Innovation	Creativity and Innovation
	Research	Partnering	External Awareness	External Awareness
	Standards	Planning & Evaluating	Partnering	Leadership
	Technical Credibility	Policy, Directives, & Guidance	Planning & Evaluating	Partnering

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		Problem Solving	Policy, Directives, & Guidance	Planning & Evaluating
		Program/Project Management	Problem Solving	Policy, Directives, & Guidance
		Research	Program/Project Management	Problem Solving
		Standards	Research	Program/Project Management
		Technical Credibility	Standards	Research
			Technical Credibility	Standards
				Technical Credibility
	CES Foundation Course Action Officer Development Course (AODC)	CES Basic Course Action Officer Development Course (AODC)	CES Intermediate Course Supervisor Development Course (SDC)	CES Advanced Course Manager Development Course (MDC) Senior Service College Defense Senior Leader Development Program (DSLDP)
Leader Development	Rotational/Developmental Assignments	DeploymentsDevelopmental Assignments	DeploymentsDevelopmental AssignmentsAssist with a StudyEvaluate Study DataAssist with Writing a ReportWork IndependentlyDevelop & Present a BriefAuthor & Publish	DeploymentsDevelopmental AssignmentsIndependently Conduct a StudyLead a Project/StudyLead Multiple Simultaneous Projects/StudiesAuthor Technical ReportBrief Analysis to Decision MakersPresent at ConferencesMentor
Professional Development	Baccalaureate	Baccalaureate	Masters Degree ACQ 101 & 201 + SYS 101, 201, 202, 203 + Computer Programming Advanced Computer Programming Technical Writing	Master and/or Doctorate Degree Acquisition Level 3 Certification Federal Executive Institute Senior Executive Program

Figure D1: CP36 Career Progression Guidelines

ANNEX E: TRAINING AND DEVELOPMENTAL EXPERIENCES

I. Policy

A. CP36 Training and Development Policy

It is CP 36 policy to make training and developmental opportunities widely available to all CP 36 careerists with the goals of: improving organizational performance; maintaining scientific, professional, technical, and management proficiency; building and retaining a skilled and effective workforce; and enhancing individual capabilities.

B. Training and Developmental Policy Specifics

1. Use on-the-job-training through selected work experiences as the primary method of developing the job-related knowledge, skills, and abilities of careerists.
2. Support systematic plans to broaden careerists' knowledge and skills through planned, work-related developmental assignments including "on-the-job" training, rotational assignments, developmental assignments, and inter-agency work experiences.
3. Use of formal training and educational experiences to complement work experiences. Recommend using distance learning as well as correspondence courses.
4. The Action Officer Development Course is required for all interns and for all individuals promoted or appointed to journey-level positions.
5. New supervisors must complete the CES Basic Course and the Supervisory Development Courses within six months after appointment to a supervisory position. Managers must complete the Manager Development Course within six months after appointment to a managerial position.
6. Support careerist's training, retraining, and organizational development activities leading to better ways of delivering services, improving work performance, and increasing the value of careerist's contributions to current and future Agency missions.
7. It is highly recommended that supervisors and managers receive training on purchase cards and SF182s.
8. Appropriation bills, Army Values, and the Defense Civilian Personnel Data System (DCPDS).
9. Encourage and support careerist's self development activities as appropriate.

II. Developmental Activities

A. Developmental Activities Defined.

Developmental activities are structured work/training experiences, agreed to between careerist and supervisor, with well-defined objectives intended to enhance job knowledge and skills. Some people refer to developmental activities as a combination of structured "on-the-job" activities and formal classroom training. Some developmental experiences are designed to broaden a careerist's knowledge and understanding of the Army through a combination of expanded work experiences and formal training. Others may be particularly related to specific job requirements, when skill enhancement is required to properly perform a task.

B. Developmental Assignments.

Developmental work assignments, with appropriate levels of responsibility, are extremely beneficial for the development of competent multi-disciplined simulation specialists. Developmental assignments can involve short work assignments outside one's own organization, but inside the installation. When a broader more insightful knowledge of higher organizational management and program operations is required, developmental work assignments outside of the parent organization are an effective means of acquiring this experience and are highly encouraged.

III. Exchange Assignments

Exchange Assignments are performance enhancing job experiences that are a type of developmental experience. Exchange assignments are typically outside of one's own organization or installation. In the 3yIDP process, consideration should be given to identifying exchange assignments that involve realistic and attainable goals that will benefit both the individual and the organization. Some examples of exchange assignments are:

- Cross community i.e., between Testing and Analysis
- Across functional areas, i.e., between HQDA, Battle Command Training Centers, Combat Training Center, Battle Projection Center, Mission Support Training Center, National Simulation Center
- Private Sector/Training with Industry Exchanges
- Performance enhancing job experiences can occur within an installation, between organizations or installations, on an interagency basis, between the public and private sectors, as well as between segments of the public sector (federal, state and local).

IV. Formal Training Activities

Formal training activities supplement the development of necessary skills outlined in the supporting core competencies. Each formal training activity usually consists of a well-defined lesson plan, specific training objectives, and a clear definition of learning objectives. The delivery of training may take one of several formats, and may be delivered by training vendors or organizational subject matter experts:

- Instructor/classroom-based training
- Computer-based training
- "Train-the-Trainer"
- Video/satellite-based training
- Video and audio tapes
- Telephone-based training
- In place work team training
- Self-study
- Correspondence Courses, and
- Any other means of effective training presentation

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ANNEX F: MENTORSHIP

I. General

A. Army Mentorship Defined

1. The Army's Mentorship Definition: The voluntary, developmental relationship that exists between a person of greater experience and a person of lesser experience that is characterized by mutual trust and respect.

2. Mentoring is a powerful tool for personal and professional development. Many organizations believe that mentoring improves individual performance, retention, morale, personal/professional development, and career progression. Mentoring offers many opportunities for mentors and mentees to improve their leadership, interpersonal, and technical skills as well as achieve personal and professional objectives.

B. Army Training and Leader Development Panel

1. The Army Training and Leader Development Panel (ATLDP) established a series of recommendations to improve the Army Mentoring Program. The Chief of Staff, Army, approved the ATLDP – Civilian recommendations in May 2003, and the G1 developed a comprehensive program that the ASA (M&RA) approved on 10 November 2004. This mentorship strategy focuses on mentorship beyond the chain of command and aims to expand the pool of available mentors throughout the Army.

2. Central to this strategy is the creation of a mentorship database that will enable all Soldiers, Civilians, spouses, retirees, veterans, and contractors (that have access to AKO) to help facilitate bringing mentors and mentees together in person and/or online. This strategy offers a searchable mentorship profile server to help find one-on-one mentors and over 125 tailored mentorship forums. Click on Self Service, then My Personnel, then scroll to My G-1 Personnel and click on Army Mentorship Program. It can also be accessed at the following web address: http://www.armyg1.army.mil/hr/mentorship/default.asp

3. Each constituent group is still permitted the flexibility to have their own mentorship programs as long as they stay within the ASA (M&RA)'s intent of Voluntary Mentorship with an emphasis on beyond the chain of command. The Army Mentorship Handbook is available at AKO, and is the Army's overarching guidance on Mentoring for the entire Army family. DA PAM 690-46 (Mentoring for Civilian Members of the Force) is still in effect.

II. Mentoring & Coaching

A. Mentoring

1. Mentoring involves counseling others, through formal or informal methods. A mentor willingly serves as a role model for his/her associate, sharing organization insights and lessons learned. Mentors provide sound advice on career development goals, strategies, and options.

2. Mentoring involves guiding and nurturing the growth of others through various stages of their development. Mentoring is a technique with strategies and practices that can be learned. Generally speaking, a mentor is someone of substantial experience, talent or professional standing who nurtures the career of an associate. Mentoring can be conducted through a formal program or by an informal understanding between a mentor and associate. The best mentors combine technical competence, business acumen, relevant experience, the ability to effectively communicate, and most importantly the ability to listen and provide candid and constructive feedback.

B. Coaching

Coaching involves clearly communicating performance expectations and openly sharing information for the benefit of the organization. Coaches also model and communicate the values, behaviors, and work practices expected of the workforce. Like a mentor, coaches provide constructive feedback. Coaching is normally done in the context of a supervisor-employee relationship, and can be a daily activity.

C. Mentors

Managers or non-managers, either internal or external to a careerist's organization may perform mentoring. CP 36 careerists are encouraged to seek appropriate mentor(s). However, whether or not you have a mentor-associate relationship is entirely up to you. Careerists may choose to have more than one mentor. The need for a mentor should be discussed by you and your supervisor.

D. Mentors' Functions

A successful mentor will at a minimum:

- Assist with recommendations for training and work experience at each career level
- Work with you to seek appropriate assignments, training and exposure
- Act as an advisor for your career decisions
- Provide necessary information about important organizational issues
- Meet frequently and regularly to review progress

III. Analysis, Modeling & Simulation Mentoring Program (AMSMP)

A. General

1. Overview. AMSMP is a formal mentoring program with an emphasis on acquiring and developing competencies. The mentoring process requires Mentors and Associates to work together to reach specific goals and to provide each other with feedback to ensure goals are reached. Based on career interests, goals and needs, less experienced careerists (Associates) are matched with more experienced careerists (Mentors). Applications to participate in the AMSMP are submitted in accordance with an annual formal AMSMP announcement. Together, the Mentor and Associate share experiences that can build a successful and enriching partnership.

2. Improvement Plan. The Associate prepares an improvement plan, identifying skill areas needing strengthening. The plan documents competencies and experiences to be gained, specific activities to be pursued and an approximate time for finishing the developmental activities. The plan should be finalized with the Mentor and the Associate's supervisor.

3. Partnership Plan. The Partnership Plan is a crucial part of the mentorship program. Key components include the confidentially of the partnership, duration of the formal partnership, frequency and place of meeting, approximate amount of time to be invested by both partners, specific role of the mentor, careerists goals and the no-fault termination.

4. Program Manager. The program manager for the AMSMP is a staff member assigned to the CP 36 Proponent Office. The Program Manager analyzes, evaluates and develops career management policies and procedures for the implementation, training, publicity and evaluation of MSMP.

5. ACOM/ASCC/DRU Program Sponsor. The program sponsor at each ACOM/ASCC/DRU assists the CP36 Proponent Office Program Manager with implementation and evaluation of the AMSMP.

B. Program Guidelines

1. All CP36 careerists, regardless of their skill levels, are capable of improving their current performance.

2. Professional development and growth should be both continuous and systematic.

3. Developmental efforts or plans should be based on comprehensive assessment of needs and the matching of these needs to specific developmental experiences.

4. Skill development should be consistent with the CP36 Army Civilian Training, Education, and Development System (ACTEDS) Plan.

5. While this program is intended to enhance competitiveness and advancement potential, participation in the program is not a guarantee or a prerequisite for, promotion.

C. Program Objectives

1. To partner a more experienced CP36 careerist (Mentor) with a less experienced CP36 careerist (Associate) in order to improve overall job performance of the Associate, provide the Associate insight into the Army culture and assist the associate in making career decisions.

2. To improve specific job competencies of the CP36 careerists, thereby increasing their productivity and potential for higher jobs.

3. To improve employment and advancement opportunities for all CP36 professionals to become part of the Army leadership.

D. Program Length

1. The maximum time is one year per application. The length of each partnership could vary according to the needs and interests of the Mentor and Associate. Partnerships can be extended beyond one-year, either informally or formally, through submission of a AMSMP application agreed to by both partners.

2. A partnership can be terminated at any time during the year. The "no-fault termination clause"" can be used by either partner at any time, for any reason.

E. Civilian and Military Eligibility Requirements to be a Mentor

1. Be a CP 36 careerist, grade GS-9 through Senior Executive Service (SES). GS-5 through GS-7 may participate on an exception basis.

2. Be a FA 57 officer, in ranks Captain - General Officer.

F. Mentor's Roles and Responsibilities

1. Mentors Roles:
    a. Teacher
    b. Guide
    c. Counselor
    d. Motivator
    e. Sponsor
    f. Coach

g. Advisor
h. Referral agent
i. Role model
j. Door opener

2. Mentor's Responsibilities:
   a. Serve as an unbiased confidant and advisor.
   b. Discuss with the Associate's the Associate's current status and how it was attained, and suggest steps to take to reach his or her personal and professional goals.
   c. Discuss the available resources within the Department of the Army that could possibility help the Associate reach his or her goal.
   d. Provide objective and positive suggestions, as appropriate, on office demeanor and acceptable work ethics
   e. Provide objective and positive suggestions on how the Associate may improve job proficiency and productivity.
   f. Informally assess the Associate's performance at least once a quarter. (The mentor will not provide input to the associate's annual performance evaluation).
      - Assist the Associate in finalizing the Improvement Plan
      - Discuss the Partnership Plan with the Associate
      - Complete the semiannually MSMP evaluation form
   g. Notify the Program Manager or Program Sponsor if:
      - The Mentor or Associate leaves the organization
      - Telephone number, room number, grade or name changes
      - The Mentor is experiencing difficulties with his or her Associate
      - The Mentor has questions about mentorship program procedures
      - The partnership ends - no fault termination clause

G. Associate's Roles

1. The roles of the Associate include student and trainee.

2. Associate's responsibilities:
   a. Make initial contact with the Mentor
   b. Identify developmental areas and formulate and Improvement Plan for accomplishing goals
   c. Finalize Improvement Plan with the assistance of the Supervisor and Mentor
   d. During the partnership, continuously work with the Improvement Plan
   e. Discuss the Partnership Plan with the Mentor

3. Notify the program manager and the Mentor if:

   a. The Associate or Mentor leaves the organization

b. Telephone number, room number, grade or name changes
c. The Associate is experiencing difficulties with his or her Mentor
d. The Associate has questions about mentorship program procedures
e. The partnership ends –through the no fault termination clause
f. Completes the AMSMP semi-annually evaluation forms
g. Expend required time and effort to make the partnership work

ANNEX G: FORMS

1. **Career Planning**: CP36 3-Year Individual Development Plan (3yIDP)
   http://cpol.army.mil/library/train/acteds/CP_36/forms/form-3yIDP.doc

   Examples:
   http://www.ms.army.mil/sp-div/CP36_ORSA_intern.pdf
   http://www.ms.army.mil/sp-div/CP36_MS_intern.pdf

2. **Intern Program**:
   - Rotational Assignment Worksheet

   http://cpol.army.mil/library/train/acteds/CP_36/forms/form-IRAW.doc

   - Intern Evaluation of Rotational Assignment

   http://cpol.army.mil/library/train/acteds/CP_36/forms/form-IERA.doc

   - Request for Equivalency Credit for Mandatory Functional Training

   http://cpol.army.mil/library/train/acteds/CP_36/forms/form-ReqFEC.doc

   - Rotational Assignment Supervisor Evaluation

   http://cpol.army.mil/library/train/acteds/CP_36/forms/form-RASE.doc

3. **Mentorship Forms**:
   - Individual Development Action Plan (IDAP)

   http://cpol.army.mil/library/train/acteds/CP_36/forms/form-IDAP.doc

   - Mentee's Attributes, Skills, and Competencies

   http://cpol.army.mil/library/train/acteds/CP_36/forms/form-MASK.doc

   - Sample Mentorship Agreement

   http://cpol.army.mil/library/train/acteds/CP_36/forms/form-SMA.doc

4. Resource Allocation Selection System (RASS)
   https://rass.army.mil/

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ANNEX H: REFERENCES

a. Army Regulation, 5-11, Management of Army Models and Simulations (1 Feb 2005)

b. Army Regulation 70-1, Army Acquisition Policy (22 July 2011)

c. Army Regulation 600-3, The Army Personnel Proponent System (26 February 2009)

d. Army Regulation 690-12, Equal Employment Opportunity and Affirmative Action (4 March 1988)

e. Army Regulation 690-400, Chapter 4302 Total Army Performance Evaluation System (16 October 1998)

f. Army Regulation 690-950, Career Management (31 December 2001)

g. DA Pamphlet 690-43, A Supervisor's Guide to Career Development and Counseling for Career Program Employees (18 August 1989)

h. DA Pamphlet 690-46, Mentoring for Civilian members of the Force (31 July 1995)

i. DA Pamphlet 690-47, DA Civilian Employee Deployment Guide (1 November 1995)

j. Catalog of Army Civilian Training, Education, and Professional Development Opportunities at http://cpol.army.mil.

k. The Simulation Professional Program Advisory Council Charter, Spring/Summer 2002

l. Simulation Civilian Career Program Concept and Operations Plan, Spring/Summer 2002

m. Lieutenant General Larry Ellis, Deputy Chief of Staff for Operations (DCSOPS), May 10, 2001. "The development of the Civilian Program Simulation Professional Specialty (CP36) must begin now and continue with concurrent/simultaneous development effort with the FA57 program".

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ANNEX I: ACRONYMNS:

AAC - Army Acquisition Corps

AAE - Army Acquisition Executive

AASA - Administrative Assistant to the Secretary of the Army

AC - Army Command

ACF - Acquisition Career Field

ACFP - Army Congressional Fellowship Program

ACM - Acquisition Career Manager

ACOM - Army Command

ACPM - Army Career Program Managers

ACQ - Acquisition

ACR - Advanced Concepts Requirements

ACRB - Acquisition Career Record Brief

ACS - Advanced Civil Schooling

ACTEDS - Army Civilian Training and Education Development System

ADT - Advanced Degree Training

AETE - Acquisition Education, Training and Experience

AFR - Acquisition Functional Representative

AIAA - American Institution of Aeronautics and Astronautics

AKO - Army Knowledge Online

AM&S - Analysis, Modeling and Simulation

AMSAA - Army Materiel Systems Analysis Activity

AMSC - Army Management Staff College

AMSMP - Analysis, Modeling & Simulation Mentoring Program

AMSO - Army Model and simulation Office

AORS – Army Operations Research Symposium

AR - Army Regulation

ASA(M&RA) - Assistant Secretary of the Army (Manpower and Reserve Affairs)

ASCC - Army Service Component Command

ASEE - American Society for Engineering Education

ATL - Acquisition, Technology and Logistics

ATLDP - Army Training and Leader Development Panel

AUSA - Association of United States Army

AWC - Army War College

BC - Basic Course

BCOIC - Battle Command Officer Integration Course

BIG - Blacks in Government

C4ISR - Command, Control, Communications, Computers, Intelligence, Surveillance & Reconnaissance

CAA - Center for Army Analysis

CAL - Center for Army Leadership

CAP - Critical Acquisition Position

CBT - Computer Based Training

CDG - Career Development Groups

CES - Civilian Education System

CFCM - Component Functional Community Managers

CFCMR - Component Functional Career Manager's Representative

CGSC - Command and General Staff College

CGSOC - Command and General Staff Officer Course

CGSS - Command and General Staff School

CLP - Continuous Learning Points

CO - Certifying Official

COR - Contracting Officer's Representative

CP - Career Program

CP - Civilian Personnel

CP36 - Career Program 36

CPAC - Civilian Personnel Advisory Center

CPD - Competitive Professional Development

CPEA - Civilian Personnel Evaluation Agency

CPOC - Civilian Personnel Operations Center

CPPC - Career Program Policy Committee

CSL - Central Selection List

CSO - Customer Support Office

CTDDIC - Combat, Training, Doctrine Developers Integration Course

DA - Department of the Army

DACM - Director for Acquisition Career Management

DAU - Defense Acquisition University

DAWIA - Defense Acquisition Workforce Improvement Act

DCPDS - Defense Civilian Personnel Data System

DDACM - Deputy Director, Acquisition Career Management

DEOMI - Defense Equal Opportunity Management Institute

DIS - Distributed Interactive Simulation

DL - Distributed Learning

DLAMP - Defense Leadership Management Program

DoD - Department of Defense

DoDAF - DoD Architecture Framework

DOTMLPF - Doctrine, Organization, Training, Materiel, Leader Development, Personnel and Facilities

DRU - Direct Reporting Units

DSC - Decision Support Center

DSLDP - Defense Senior Leader Development Program

ECQ - Executive Core Qualifications

EEO - Equal Employment Opportunity

ERB - Enlisted Record Brief

FA57 - Functional Area 57

FC - Foundation Course

FC - Functional Chief

FCR - Functional Chief Representative

FEAC - Federal Enterprise Architecture Certification

FEI - Federal Executive Institute

FEW - Federally Employed Women

FIPT - Functional Integrated Product Team

GM - General Manager

GS - General Schedule

HLA - High Level Architecture

HQDA - Headquarters, Department of the Army

HRC - Human Resources Command

HRM - Human Resources Management

I/ITSEC - Interservice/Industry Training, Simulation and Education Conference

IAW - In Accordance With

IC - Intermediate Course

ICAF - Industrial College of the Armed Forces

ICT - Integrated Concept Team

IDAP - Individual Development Action Plan

IDP - Individual Development Plan

ITEA - International Testing and Evaluation Association

JCIDS - Joint Capabilities Integration and Development System

KLP - Key Leadership Positions

KM - Knowledge Management

KSA - Knowledge, Skills and Abilities

LAP - Leadership at the Peak

LEAD - Leadership Education and Development

LEDC - Logistics Executive Development Program

LOG - Logistics

M.S. - Master of Science

MCPM - Major Command Career Program Manager

MDMP - Military Decision Making Process

MITP - Master Intern Training Plan

MORS - Military Operations Research Society

MORSS - Military Operations Research Society Symposium

MOVES - Modeling, Virtual Environments and Simulation

MSCO - Modeling and Simulation Coordination Office

MSMP - Modeling and Simulation Mentoring Program

MTP - Master Training Plan

NAAAP - National Association of Asian American Professional

NAHFE - National Association of Hispanic Federal Employees

NATO - North Atlantic Treaty Organization

NDAA - National Defense Authorization Act

NDIA - National Defense Industrial Association

NLT - No Later Than

NPS - Naval Postgraduate School

NTC - National Training Center

NTSA - National Training Systems Association

NWC - National War College

OA - Operations Analysis

OASA (M&RA) - Office of the Assistant Secretary of Army (Manpower and Reserve Affairs)

OJT - On-the-Job Training

OPM - Office of Personnel Management

OR - Operations Research

ORB - Officer Record Brief

ORSA - Operations Research Systems Analysis

ORSAMAC - Operations Research Systems Analysis Military Application Course

PBE - Pay Band Equivalent

PEO - Program Executive Officer

PEP - Professional Enhancement Program

Ph.D - Doctor of Philosophy

PM - Product Manager

PM - Program Manager

PM - Project Manager

PMF - Program to the Presidential Management Fellows

PMI - Presidential Management Intern

PPBES - Planning, Programming, Budgeting Execution System

RDA - Research, Development and Acquisition

RDEC - Research, Development, and Engineering Center

RTI - Run Time Infrastructure

SARSF - Secretary of the Army Research and Study Fellowships

SCS - Society for Computer Simulation

SEDAT - Senior Executive Diversity Awareness Training

SEDRIS - Synthetic Environment Data Representation and Interchange Specification

SEF - Senior Executive Fellows

SES - Senior Executive Service

SISO - Simulation Interoperability Standards Organization

SIW - Simulation Interoperability Workshop

SME - Subject Matter Expert

SOC - Simulation Operations Course

SOPC - Simulation Operations Professional Course

SSC - Senior Service Colleges

ST - Scientific/Technical Expert

STS - Senior Technical Specialist

TAPES - Total Army Performance Evaluation System

TDA - Table of Distribution and Allowances

TEMO - Training, Exercise and Military Operations

TENA - Test and Training Enabling Architecture

TRADOC - U. S. Army Training and Doctrine Command

TWI - Training-With-Industry

USAASC - United States Army Acquisition Support Center

USAR - US Army Reserves

VU - Virtual University

VV&A - Verification, Validation and Accreditation

WSMR - White Sands Missile Range